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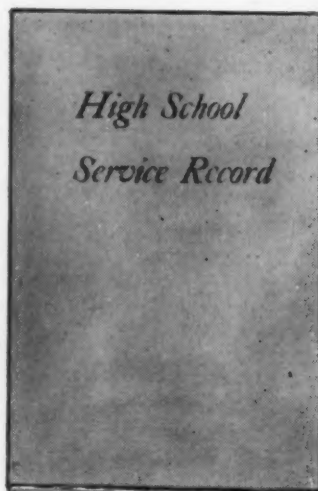


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# School Activities

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# As the Editor Sees It



Courtesy pays, but differently. In the Lincoln Junior High School, Charleston, West Virginia, the food classes serve luncheon each day to the four pupils in each home room who have been elected the most courteous. And we are willing to gamble that these winners are courteous at the table too.

The debate on the extra-pay-for-sponsoring question goes merrily on, with both teachers and administrators and good arguments lined up on both sides. Next year we should like to present some actual experiences, instead of theoretical arguments, as justifying each side. If you have had such experience, pro or con, successful or unsuccessful, won't you write it up for us before next fall? Thanks, we knew you would.

Again. A certain high school basketball team won a certain state championship title this spring and, to show its appreciation, the community immediately raised money to buy the coach a new automobile. But the High School Athletic Association, which had a definite rule against this procedure, said "No." So the community is pondering just what to do with the money—which is in the bank. The problem is a real one.

No, neither the money nor its value in any form can be "slipped" to the coach or his family. And no intelligent school man would jeopardize either his own position and standing or the eligibility of his school by countenancing any such "slip". So, what to do? Well, gifts to coaches are prohibited, but gifts to schools aren't.

The United States Supreme Court has declared the use of public funds for religious instructional purposes in the schools to be illegal. Perhaps, some of these days a case involving the legality of admission fees to public school events will come before the Court. And if, as, and when it does, you'd better hold your breath—and begin to think of some readjustments.

"Our gym isn't big enough to accommodate our basketball crowds" is a very com-

monly heard complaint these days. In one way, such a lack may be a blessing in disguise. It is conceivable that adequate seating and standing space might still more distort the functions of interscholastic athletics. Of course, it would mean additional revenue—but this is not a justifiable purpose of the program.

The danger of publishing a school's procedure, plan, code, routine, etc., is that other schools will immediately and blindly adopt it. Due to differences in settings, the adoption may be, and undoubtedly often is, as unsuccessful in another school as it was successful in the original. Adapt, don't adopt.

This year the Student Board of Shortridge High School, Indianapolis, Indiana, promoted a "Coke Hour" (machine service) for teachers and students in the cafeteria daily from 2:30-4:00. An excellent social idea! It beats all hollow the "plan" in which "coking" is done at all hours of the day—and in between—at machines stuck in every corridor.

During the past year or two quite a number of schools have substituted "Sloppy Joe" parties for the traditional high-calibered class or school dance. Perhaps this is another terrible aftermath of the War. At least it is after the War, and it is terrible.

A Circuit Court recently returned a judgment of \$10,000 against a certain school district in a case that involved a fatal injury to a girl as she was descending a stadium ramp following a high school football game. The Court held that because admission fees were charged the school district was in the entertainment business, and was therefore liable for accidents that occurred to spectators. Ten thousand dollars would pay a lot of liability insurance premiums, now wouldn't it?

Well, we end our 19th year with a wish that you have a pleasant and profitable summer. We'll be seeing you again next fall.

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# Activities and the Curriculum

**A**N important question to determine in the modern secondary school is that of the best relationship of pupil activities to the curriculum. Some educators take the position that every activity which merits the time and attention of pupils should be a definite part of the curriculum and be credited toward graduation. Other educators insist that some areas of pupil activity are best left out of the regular curriculum. A definition of terms, at this point, would serve to clarify the issue.

In educational parlance the term curriculum is used generally to designate the total offering of the formal work of the school. Gradually curriculum has come to mean the complete description of work to be covered, with objectives and methods of learning and teaching. Certain outstanding educational leaders have attempted to introduce a more defensible concept of curriculum. E. D. Grizzell in his book "American Secondary Education" asserts that "the total educational offering recognized by the school is characterized as the educational program of the school, and any part of that offering appropriate to the educational needs of the individual learner is designated as a curriculum. The curriculum is interpreted as the sum total of experiences necessary to the development in the individual of an efficient social personality".<sup>1</sup>

The earliest schools had student activities in one form or another, however in the United States these activities were generally ignored. This attitude characterized the majority of school faculties from the last decade of the nineteenth century to the first decade of the twentieth. In recent times, however, principals and teachers have recognized, fostered and controlled these activities.

The term "extracurriculum" is most unfortunate. It is probably the product of the periods when these activities were either ignored or openly opposed. Attempts to foster such terms as co-curriculum, semi-curriculum, inter-curriculum or student activities have not succeeded, however, in displacing the older terminology. Fortunately, modern usage is in-

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Paul Hoffman Junior High School

The Bronx, New York City

vesting the term "extra-curriculum" with larger meanings.

The period of the phenomenal development of extracurriculum activities paralleled the period of rapid increase in secondary-school enrollments. Some see the activities as a means of meeting the divergent needs of this growing and heterogeneous pupil population. It is implied that the curriculum was formal and static, but that extracurriculum activities were flexible, free from formal restrictions, and therefore became an important means of serving the interests and educational needs of the new school population. This generalization not only applies to athletics but also to those activities requiring high scholastic aptitude and academic performance.

The reasons for the remarkable development of extracurriculum activities are positive ones. The major explanations are that during this same period there has been developed a better understanding of the psychology of adolescence, as well as progressively clearer concepts of the proper means of training youth for citizenship. The psychological studies which deal with the period of adolescence have revealed many of the characteristics of the youth of secondary-school age. The physical, psychological, and social changes which occur during adolescence make the period of utmost consequence. Teachers and administrators are more sensitive, therefore, to the emotions, the new urges to action, the consciousness of and interest in others as a group, the restlessness and spirit of adventure which characterize the adolescent. With increasing clarity they see extracurriculum activities as indispensable mediums for guiding and directing these adolescent tendencies into worthy and desirable channels. Consequently the modern school administrator and teacher are deliberately fostering pupil organizations of many types.<sup>2</sup>

The newspaper, the music organizations like the Boys' and Girls' Glee Club, Cho-

<sup>1</sup>Grizzell, E. D.—1937—*American Secondary Education* New York—Thomas Nelson and Sons.—pp. 120—121

<sup>2</sup>Grizzell, E. D.—*The Evolution of Student Activities*—New York Educational Outlook 1926—pp. 19—31

rus, Orchestra and Band, dramatics and debating are moving steadily toward curriculum status. Each of these fields has an extensive and desirable body of knowledge which is organized for teaching effectiveness and which requires the increased time thus afforded. Their inclusion tends to enrich the curriculum offering and to make it more flexible. It is reasonable to expect that the trend will and should continue.

The club program, the assembly, Student Council and the homeroom are regarded as extracurriculum activities. By and large, courses of study for these activities are not available and would probably formalize them, if developed. Those areas, when wisely and unobtrusively directed, capitalize pupil initiative in many situations important to the life of the school. It would appear, therefore, that it is highly desirable for those activities to retain their extracurriculum status.

Do schools which administer certain activities as definite offerings in the curriculum reach more or fewer pupils than schools which promote the same activities only as extracurriculum activities? Does the size of the school affect the percentage of pupils who participate in activities? Assuming the desirability of extensive participation in activities then answers to the questions are of great significance.

It has been found in a study of secondary schools that schools which administered the newspaper, boys' glee club, girls' glee club, chorus, orchestra, band, and dramatics as curriculum offerings were reaching a significantly larger proportion of their enrollments than was being done in schools which operated these activities as extracurriculum only. These facts argue strongly that the inclusion of these activities in the curriculum is a trend in the proper direction. A direct relationship was also found between the size of the school and the proportion of the student body enrolled in the activities, whether they were administered on a curriculum or extracurriculum basis. The large proportions of pupils who participated were found in the smaller schools. For the larger schools, however, it seems clear that American secondary schools can become too large if an increased participation in activities is regarded with the importance which appears defensible.

The modern secondary school uses all of the life of the school for educative purposes. It consciously seeks to develop the secondary-school graduate who possesses both social competency and knowledge. Such a school, therefore, recognizes its total educational offering as the educational program of the school, and leads the individual learner to plan a curriculum appropriate to his educational needs from any part of that offering.<sup>3</sup>

In this larger and more significant sense there is no question of curriculum or extracurriculum as traditionally defined. Rather, the school is, first of all, concerned that it have an adequate educational program with which to meet the varying capacities, interests, abilities, and needs of the individual learner. Secondly, it intentionally organizes and nurtures those areas of school life and activities which are essential to the development of the socially adjusted individual. The progressive school not only persists in the achievement of these goals, but also vitally maintains its function of developing the person who knows something.

The home room, clubs, assemblies, and student participation in school control are the basic student activities. They provide the school with its main chance to achieve a sense of belongingness so essential to growth of healthy personalities. They pay dividends by what they contribute to knowledge, understandings, habits, attitudes, and ideals; yet one of their chief values is the opportunity which they give the pupil to do something for his school. For it is in the promotion of the welfare of the school, in working for the improvement of the school, in striving to build a truly great school, that the pupil encounters problems of moment to him, and that the citizen is nurtured.<sup>4</sup>

Student activities are an indispensable part of the educational program of the school and each pupil's curriculum should include those activities appropriate to his best development. The modern secondary school, with its functioning guidance program, assists each pupil to plan wisely his curriculum by drawing on the total educational offering, to the end that its graduates are socially competent persons who know something.

<sup>3</sup>Strong, Ruth—Group Activities in Colleges and Secondary Schools New York—Harper and Bros.—1941

<sup>4</sup>Criteria for Extra-Curricular Activities—American School Board Journal—September 1941

# Medicine Men of Education

**T**HROUGHTOUT EDUCATIONAL HISTORY there has been periodic beating of tribal drums to assemble the clan to hear the dictum of the medicine man.

Early incantations asserted the unquestionable merits of the disciplinary subjects, but scientific progress soon refuted the theory of mental discipline. Rising with the smoky vapors of another tribal campfire was the idea of mass education. Tribal wars continued unabated in their fury, so a conjurer in gaudy paint and fluttering feathers ordained that the kindergarten was to be established for the training of the most impressionable age to counteract both the difficulties and the ills of injudicious mass education. A new tribal priest, convinced of the existence of a wide range of individual differences, tried to make attention to those variations compatible with free compulsory education by demanding homogeneous grouping. In other tribes, primordial men in leaves or skins, rubbing their amulets, decreed wide use of work books, special attention to social studies, erection of vocational schools, and use of the unit study method. High priestesses filled the classrooms with orange crates in project after project. Not succeeding, tribal councils called in the aid of the tribesmen and organized parent-teacher groups. Daring primeval men tried progressive experiments, discouraging the development of inhibitions and encouraging free expression. An observant aborigine adopted an extensive extracurricular program for his people. A very powerful practitioner of leechcraft suggested consolidation, and scattered tribes grasped at his economic solution to educational problems. Now, far removed from the savage state, Kickapoo medicine men peddle nursery school and work experience plans as a cure-all and hawk cheap antidotes for hereditary educational ills and the diseases of society. Reputable surgeons with prestige and college degrees advocate the use of the wonder drugs—sulfanilimides—in a capsule of centralization. Others of the healing art, equally painted and feathered, in appropriate masks dance wildly a dance interpreted to mean that federal aid assures equality of opportunity for all.

Is federal aid to be regarded as the sole

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*Editorial Ass't of Nat'l Association of Secondary-School Principals and Teacher in Americanization School, Washington, D. C.*

solution to the multiplicity of problems facing education? Will increased salaries and better equipment alone insure better teaching? Will federal control or the lack of it prevent dissipation of funds and effort? Is it an either-or proposition? Might it be a revival of educational witch-craft?

Through the ages new educational theories have fired disciples; new ideas and practices have been promulgated by adherents; and new movements have reached vast proportions. Too often have these run their course without being challenged. Only in retrospect have some been questioned. After so many immediate distressing experiences with dangerous toys, shiny though they may be, and after seeing the damage that some of the broken toys did while they were new, it seems that educators would approach the new playthings more cautiously than heretofore.

Some teachers, in their eagerness to stay out of the proverbial ultra-conservative rut, have, figuratively speaking, donned Sloppy Joe sweaters and saddle shoes and tons of gaudy jewelry to keep apace with the times and to follow the dictates of the medicine man of the day. The Sloppy Joe sweater methods may have bagged on their classrooms; the unpolished saddle shoes may have hurt the classroom's arches; the glistening baubles may have represented wasteful expenditures that tarnished in a short time. In their determination to be broad-minded, many teachers have adopted a jive attitude, only to find it supplanted overnight by swing, another primitive rhythm they cannot understand. On the other hand, there are teachers who are still serving their grandmother's recipes of herb tea and swearing by the hot water bottle indiscriminately for toothache, headache, and abdominal pain.

In the United States, where school administration is left largely to local initiative, it is strange that the teachers should become faddists rather than rugged individualists. As a body they are not



alone as seekers after a cure-all. Medical men have always hoped for a wonder drug. Government officials sought a panacea of economic ills and social ailments in the Social Security Act. Clergymen envisioned a return of the masses to religion, lured by a swimming pool in every church. Such distinguished companions do not minimize the danger of the pitfall.

Perhaps the foremost thing to do for prospective teachers to protect them from the power of mountebanks is to emphasize in educational history courses, the successive reactionary educational movements, not as isolated streams of life, but as an integral part of the whole historical scene. Maybe that will do as much as anything to make them hesitate to have a "teen canteen" just because other schools have, to prevent their going "whole hog" for the student government idea, to deter them from using indiscriminately devices described in "help-one-another" columns of educational magazines, or to curb the over-zealous convert of a theory such as the "play spirit" heard in a brief lecture course at summer school. For further assurance of professional judgment the teacher should have a broad liberal education and thorough specialized training coupled with a lengthy internship and in-service training—not just one or the other as has been advocated at different periods. Domestic and international exchanges should be fostered even more extensively than at present to broaden the view, lengthen the perspective, and induce thoughtful comparative evaluation.

But it is not training alone, despite adopting the cream of the ages, that is needed. Nor is it retirement or sabbatical leave or increased supervision or travel or experience outside the cloisters. It is a combination of all of them. It is culling—selecting and discarding, creating and rejecting—whole proposals as well as partial suggestions. It is using the scientific method without making a fetish of testing and analyzing. It is giving attention to physical fitness without becoming a fanatical sun-worshiper.

The government has means to delay displacements of inventions in radio that would be unfairly expensive to the public. Malpractice in medicine is guarded against by associational control and legislation. Perhaps education needs a counterpart in retarding the marketing and misuse of educational fads that would be in-

tangibly costly to the population. A Centaurian cabinet secretary of education—half statistics analyzing commissioner and half composite foreign minister—might be able to coordinate the efforts of our decentralized system without actually centralizing it. A strong chief might be able to curb charlatanism without himself becoming a zealot for any particular charm.

Education needs to be popularized for the public. Informed laymen, naturally conservative, would serve as a check on radical departures and unilateral changes. Yet it seems that few educators can write in a style that appeals to the general reader. Writers seem to lack the facts and adequate terminology or to be unaware of the dramatic content of education. Administrators have not established the best type of press relations, but great strides forward have been made. Organizations, commendably desiring to present a united front, consciously discourage and unconsciously freeze out provocative contributions to educational literature. The direct control of unschooled boards and the spectacle of the teacher at the mercy of the public quells expression. Those with selfish interests enlist, subtly or otherwise, the local press to promote increased salaries, etc., from an objectionable point of view. Genuine public understanding, sympathy, and support cannot be gained on a large scale without reaching people through the press and the radio. In prehistoric times tribal doctors controlled the advancement of their tribes by the amount of information they shared about their work. So it is today.

Very often when educational leaders are absorbed in pursuing a new phantom that promises to be the sole solution of properly directing the child's development, finances are inadequate or nil. When education places itself on the basis of a charitable institution even on the grounds of securing co-operation from the homes, it places itself in a position in which it is morally obligated to advertise because it has asked favors of merchants and manufacturers, just as tribesmen were often bound for life for receiving a special conjuration. When schools stoop to lower levels to entertain the public for fund-raising purposes, in the guise of service, they are only defeating their own purpose in not elevating the artistic standards of the community and are only

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weakening themselves as prey for quackery.

As the tom-toms beat in east or west, attention has fluctuated between the gifted child and the underprivileged child and has now settled on the middle road of mediocrity. At the shrine of mediocrity educators seem to worship, not only for their students but also for themselves. Perhaps the war has blasted us back to both extremes again, part of us searching for a roster of talent and the other part determined to erect a new building to be kept open seven days and seven nights a week to compensate slum children for their pitiable home conditions. Can't all of us cope with both?

Teachers need to be rededicated to their task. Leaders of the educational profession should decry the prevalent and fallacious practice of initiating and subscribing to an educational fad that originally or eventually assumes for itself omnipotence in solving all education ills while in all its ramifications it becomes only another malignant growth. Neither gold nor patent brews will ever be more potent than primitive cauldrons of herbs and snake poison, or strands of elk teeth, or talismans with incantations. Modern educational big chiefs of the future must analyze educational problems in the light of the whole status of education and cease prescribing penicillinian wonder cures.

## Magic in Sales Promotion

SAMUEL TISHERMAN

*Editor of Schenley Triangle  
Schenley High School  
Pittsburgh, Penna.*

IT seemed that nothing less than magic could boost the circulation of our school newspaper, "The Schenley Triangle," and so we used magic.

But before we get ahead of the story, let's turn the clocks back to June 1946. At that time the Triangle was being published weekly, and each subscriber was receiving fifteen copies a semester for fifteen cents. The following term, which started in September, I found our school publication in bad shape. Due to the shortage of newsprint and a shakeup in the school printing department, it was impossible to bring the paper out each week, and the Triangle became a bi-weekly. This wasn't the greatest setback however, for

the cost became twenty cents a semester. Thus there was a 50% decrease in quantity and a 25% increase in price! Try as we did, it was absolutely impossible to make this appear in the minds of the students as a bargain, or even as logic.

Needless to say, our circulation dropped drastically. By the end of the semester the Triangle, though it was supposed to be a bi-weekly, had frequently failed to come out even that often. This condition prevailed for numerous reasons which are too lengthy and complicated to explain here; yet because of it, everybody lost interest in the paper. We poor editors slinked around with our noses to the ground, even though the fault was not ours.

In February, things were so arranged that the Triangle would again appear each week. Along with this, the price soared to forty cents per semester. In order to boast once again of a large circulation, the staff started a gigantic subscription campaign. Approaching our problem in two ways, we first tried to make our paper sell itself by improving it, and second, we opened a massive drive to encourage the student body to buy their school publication.

No longer was the paper being set up in the school print shop—a linotypist was now doing an expert job. This meant a clearer page and a greater variety of type. We cut the margin of the paper about one-half an inch, providing more space for news without using more paper. Changing our makeup, our head and masthead, we gave the Triangle a new face and a new start in life. Even the content of the paper was given a going-over. Dull and trite articles were strictly taboo.

In an effort to get more names in the paper, a new column was adopted, entitled "Schenleyesque." This feature commented on persons and events in general. Any item which was too small for a news or feature story eventually found its way into "Schenleyesque." The idea soon made a big hit with the student body. Our first issue contained over seventy names.

Having completed the improvements of the Triangle, we then set about to organize our second attack, a gigantic subscription campaign. Through the use of daily items inserted in the morning bulletin and frequent auditorium announcements, we kept the purpose of our drive constantly before the students' eyes. Homeroom rep-

*(Continued on page 292)*

# Cheerleaders Clinic

SOMETHING new and different in the way of high school activities took place at Kramer High School, Columbus, Nebraska, on December 6, 1947. On that day, approximately 120 cheerleaders, pep club presidents, and pep club sponsors gathered at Kramer High to attend a Cheerleader Clinic sponsored by the school's pep organization.

This local organization, better known as the Booster Club, is composed of 65 members, all of whom are actively interested in their school's sports and in the furthering of good school spirit.

After the Booster Club had been designated by the Nebraska High School Activities Association as the organization to conduct such a clinic, plans were undertaken, and decoration, program, luncheon, and art directors were appointed. Because the clinic had as its main objectives the improvement of spectator behaviour at high school games and improvement of inter-school relationships among competing schools, the program was based on these points.

On the date set, the day's activities were begun with the registration of visiting high school representatives. At 10:00 A. M. the day's program began with a demonstration of the cheerleading procedure given by a University of Nebraska cheerleader.

Following this performance, a panel discussion devoted to the topic, "Developing a Good Cheerleader," was opened. A principal of a visiting high school acted as chairman of this panel. Topics discussed throughout this panel were, "Qualities of a Cheerleader", "Correct Costumes for Cheerleaders", "Do's and Don't's of Cheerleading", "Responsibility of Good Sportsmanship", "Awards to Cheerleaders", and "Means of Developing Better Cheering Sections". Following the panel, a general discussion in which the entire group participated, was held.

At noon, a luncheon was served by the Booster Club members. At this time, a program which consisted of two piano

MARILYN KAASCH

*President of Booster Club,  
Kramer High School,  
Columbus, Nebraska*

solos, and an original skit was presented.

The afternoon then followed with a panel discussion of the topic, "Developing Better Rallies". Topics discussed were, "Means of Creating Pre-game Enthusiasm", "Part Played by Pep Organizations at Games", "Types of Rallies", "Responsibility for Rallies", and "Number of Rallies and Time". A cheerleader from Doane College was chairman of the panel.

The day's activities were concluded



Sponsoring Cheerleaders Club

after each represented school gave its favorite school yell before the group in a sort of sample pep rally.

Although clinics of this type are relatively new in Nebraska and surrounding state high schools, Kramer High School and its Booster Club felt that they were well rewarded when they heard the remark of one of the visitors as he was leaving; "I think this has been one of the most wonderful conferences I have ever attended. I wish that I could attend a clinic of this type every year".

This, we believe, is the kind of report that educators like to hear about. School people realize the supreme importance of school spirit as a force toward the achievement of most of the ideals of the modern high school. A clinic for cheerleaders offers a strategic approach to the solution of many problems, and we tell the story of our experience in the hope that the idea may grow accordingly for other high schools.

# Planned Travel Is Education

**L**ET'S GO EAST was the title chosen for a small booklet written and compiled by a group of Barrington, Illinois, students in the spring of 1947. Small and unpretentious as the publication was, it embodied the planning and study of 45 seniors in the Barrington Consolidated High School who, with the help of faculty advisors, carried out a successful 13-day educational tour. The itinerary included Chicago, Gettysburg, Washington, D. C., Philadelphia, New York, Niagara Falls, Canada, and Detroit.

Such a trip entails much work and some worry, but it is one of the most satisfying educational projects that can be experienced, both from the standpoint of the teacher and that of the pupil. The Barrington trip was managed by the superintendent, who had had previous experience in the field of planned trips, but much work was delegated to student committees who worked enthusiastically and efficiently in compiling rules, planning itinerary, and arranging transportation, publicity, and finance. The importance of such student groups cannot be over-estimated; the value of the trip depends to a large extent on the advance preparation and active participation of all.

Shortly after the interest of the class had been aroused, a meeting was arranged for the parents, pupils, and faculty members in which the entire project was discussed and all angles were considered. The student steering committee took charge, stated hopes and tentative plans, and called for expressions of opinion from parents, superintendent, and principal. This open discussion clarified the aims of the trip, indicated a strong community backing, and gave the "go ahead" signal for the enthusiastic class.

Hotel bookings, tour schedules, guide service, and problems of transportation were taken care of through the superintendent's office and entailed by far the most work and the greatest difficulties. It was decided to charter one large Greyhound bus and to take one private car—the latter not only to take care of the overflow but also to provide a little more flexibility of travel. If anyone was ill or if a few wished to vary the general plans a little, the entire group was not discommoded.

F. C. THOMAS

*Superintendent, Public Schools  
Barrington, Illinois, and*

ANNETTE SHEEL

*Head of Social Studies Department  
High School, Barrington, Illinois*

Student committees, with advisors' approval, drew up their own set rules, made out lists of recommended clothing and supplies, wrote articles for newspapers, and planned an itinerary. In organizing the trip, it was decided that each member of the group should have definite information concerning the places to be visited. Much attention was given during the school year to acquiring the background of information which would make the trip most effective and enjoyable. Special attention was given in the United States history classes to the places to be visited. Group discussions were held, movies of Washington, D.C., were shown, and a bulletin board display consisting of cartoons and pictures of major points of interest was exhibited.

The booklet, *Let's Go East*, grew out of the work of committees that decided to organize and compile the information they had gathered and to make it a guide book for the tour. The pamphlet contained a letter from the superintendent stating his aims and general directions for the trip, a map of the route, the over-night stops and mailing addresses; rules, supplies recommended, and a day-by-day schedule of places to be visited. The latter was written in free and easy high school style and was interspersed with illustrative cartoons, which made the booklet both informative and interesting.

The cost of the trip was defrayed in part by the class and in part by each individual. Food concessions at the football and basketball games, a magician presented in a public program, a play, and an alumni basketball game were projects carried on by the class during the year. By these methods the class earned almost enough to cover transportation costs. Individuals met their own needs in a variety of ways. Some received the \$70 needed as an outright gift, but many provided themselves with the sum by their own efforts. One boy contracted for an early morning paper route, another



set pins in a bowling alley after school hours, several of the group did part time clerking and office work, and others earned money doing a variety of odd jobs. Through interested cooperative effort the local bank helped the group set up a budget plan, and each week individuals of the class deposited their savings and built up their fund for the trip. The Board of Education supported the project enthusiastically and paid the expenses of the sponsors.

An appraisal of the trip in the light of value received and aims achieved indicated a return far in excess of even the faculty's optimistic predictions. History was made real and vivid to the students as they watched a democratic government in action, their horizons were widened as they saw a big cross section of American life, and they received fine personal training as they lived and learned in close cooperation with a large group. One cannot walk through the battlefields at Gettysburg or stand on the ramparts at Fort McHenry without feeling that history lives, nor can one visit the national capital, meet representatives and senators personally, and hear a debate in Congress without feeling a direct share and responsibility in government.

The general tone of the entire trip was good and evidenced itself in many ways. Good comradeship and cooperation prevailed at all times, a learning attitude was present, and enthusiasm was higher at the end of the journey than it was at the beginning. More tangible than this general feeling of success was the response to a questionnaire filled out on the last night of the trip. Here the class almost unanimously voted Washington, D. C., as the greatest highlight, while they felt their greatest educational experience was the visit to the House and Senate. In summarizing the greatest value of the trip, the majority felt that the opportunity to live with one another in close cooperation with the faculty and classmates ranked first.

Upon the return to Barrington the booklet, *Let's Go East*, was superseded by one called, *We've Been East*, which summarized the highlights of the trip and the many pleasant personal experiences of the group. The book has many excellent pictures and a fine cloth binding—a donation from an interested school patron and parent of one of the group. The clos-

ing paragraph in the words of one of the seniors speaks for itself—

Singing played a large part in the trip—there was good singing and then there were other kinds. But two things were sure: (1) that it was mighty loud singing, and (2) that almost every song written in the English language was sung. Of course, the songs that everyone remembers most were the ones that were sung as we rolled back into Barrington, escorted by the Chief of Police, Mr. Baade. "Auld Lang Syne" and the class song to the tune of "Heartaches" were never sung before the way they were then, for the boys and girls on that trip realized that the months of preparation, the weeks of saving, the days of planning, the hours of waiting, and finally the trip itself all were over. All of us were a little poorer financially, but this was far surpassed by the wealth of knowledge and experience we gained on the trip. The outstanding value of the tour was in the cooperation shown between all the participants—students and sponsors alike. And on an equal rating with that was the value of the friendships formed during these thirteen days of companionship. Someone said that some of the friendships created were much closer, perhaps, than those made during the years in school together. Truly the tour was (just as the word says) *wonderful*.

The enthusiasm of last year's group and the friendships formed and cemented on the trip held over and permeated the entire community. At Christmas time the class assembled for alumni activities with greater enthusiasm and more interest and friendliness than most classes show. That feeling is still evinced by patrons of the school and by the class of 1948, which almost 100% strong is now planning their trip to the East.

Our generation knows, as no generation before it has ever known, that peace must be made. If we mean when we talk of peace that nothing this time will stop us from making peace—that neither lies nor deceptions nor tricks nor our weariness will prevent us—if we mean this we can speak of peace to the living and dead without shame. For nothing is true or honest in the talk of peace but our purpose. And the choice is ours.—Archibald Mac Leish



# Sport Clinics

**A**THLETICS, long one of the most popular of all student activities, has been put to use in a novel manner through sport clinics. In New York this program is in progress, but is still in an experimental stage. Elementary and high schools all over the country can adopt a similar plan, but with some moderation. Undoubtedly there is room for research and study in this area in order fully to apply clinics. Several examples of these clinics and their efforts follow:

## *Basketball:*

As a student John (Bud) Palmer had been the star center and captain of the Princeton basketball team. He also made an enviable scholastic record. At present he is still considered the greatest basketball star in Princeton's history. During the war he served as a Navy pilot. John Palmer is now captain of the New York Knickerbockers professional basketball team, which is owned by Ned Irish and the Madison Square Garden. It was through John Palmer's thoughts and efforts that basketball clinics have been created and put to use in New York City.

Since 1934 college basketball has been played at the Madison Square Garden. All these games had been filmed and stored away, never being put to any effective use. Mr. Palmer thought that it might create greater interest in basketball and also benefit youngsters if these films were shown to schools, clubs, and groups all over the city. He expounded his idea to Ned Irish, who managed all basketball activities at the Madison Square Garden. He suggested that members of the Knickerbockers would accompany the films to explain, illustrate, and demonstrate. Mr. Palmer was put in charge of the entire program. Mr. Irish approved and the plan was put into effect. The clinics average about three a week. They cover all parts of New York, Brooklyn, Westchester, and Staten Island. Their largest crowd was at the Golden Gate in Harlem, where two thousand youths attended the clinic. At each clinic the youngsters are encouraged to participate with the players from the Knickerbockers. Authorities in the various schools and clubs visited say that this program has been of effective aid to the student's morale and has thereby dimin-

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*Teacher*

*Junior High School 120*

*New York, N. Y.*

Good sportsmanship has also been developed.

## *Boxing:*

ished juvenile delinquency in these areas.

In Junior High School 120, every term a film of Joe Louis is shown. It presents his major fights. The films are narrated by a police captain of the neighborhood. The films are used to tell the students about Joe Louis the man, referring to his fair play and honesty in his fighting. The policeman portrayed Joe Louis as a person of high moral code who always boxed hard but squarely. Courage, clean living, generosity, and good sportsmanship were attributed to Joe Louis. It was urged that all the students should emulate Joe Louis' qualities in all dealings throughout their lives. This program enabled the police to present themselves and to explain their duties as friends of the people in the neighborhood. Several policemen spoke, enumerating their duties, thereby making clear their function as protectors and citizens of the community. The students get a great deal of enjoyment from the films plus a new understanding of the worthy role played by the police.

## *Baseball:*

In this field, there have been many applications of the clinic idea. The American Legion forms and sponsors baseball teams in various places. These programs are sometimes integrated with a school's student activity program. At present this plan is being run by George Herman "Babe" Ruth, one of the greatest baseball stars of all time and always known as a friend of youths. In relation to this, both major leagues produce films on their activities, which are shown in schools and clubs in many states of the union. These films show youngsters how to pitch, bat, and field the way the major leaguers play ball. They are narrated by former major league stars and have proved very popular all over the land. This plan should be expanded to all schools in all states. Wherever possible qualified baseball personnel should be present to explain and answer

questions which will arise during the showing of the films.

#### *Football:*

Students will very readily flock to and appreciate football clinics showing films of the great teams in the country. These films should be demonstrated by college or professional football stars. Every major football team, both professional and college, make movies of their scrimmages and regular games. These are at present used only by the coaches to analyze errors or well executed plays by either individuals or the team as a unit. However, it can very easily be extended to the clinic idea as illustrated in the other sports. In fact, football and basketball can be the most widely used, as only these two sports are played well on the college level.

Baseball is only played excellently on the major league level, and there are only sixteen such teams in the nation. More than that, these sixteen teams are located in only eleven cities.

However, in football, as in basketball, young men can explain and illustrate the game all over the nation with great benefit to the youth. The aims include worthy use of leisure time, cooperation, good sportsmanship, honesty and fair play.

#### *Billiards:*

At the present time pool and billiards are held in distaste in many homes. Pool rooms to many an American family spells shady characters, gambling, drinking of hard liquor, and dissolute living in general. A change in this attitude is emerging, due in the main to the work of one man who has visited many high schools and colleges all over the United States. The name of this man is Charles Peterson and he is considered the world's greatest trick billiard expert. He spends most of his time covering this country, demonstrating to people (young people in school mainly) the benefits of this game. Peterson believes that, taken away from bad surroundings, pool and billiards are excellent games for building of concentration powers and analysis. Mathematics can be directly related to this form of recreation in addition to all the general benefits that accrue to any athletics endeavor. Mr. Peterson feels and many educators agree that in the proper environment, such as schools, these games will keep the youths off the streets and away from surroundings of a dubious nature where these games are too frequently

played. Films have been made on Charles Peterson's work which can be related to the sport clinic.

#### *Bowling:*

Finally we come to the sport that is the fastest growing in popularity, bowling. This sport can easily be adapted to the clinic method because there are many experts to demonstrate it in all parts of the country. Many film shorts have also been made by Hollywood which can be shown in conjunction with this project. The benefits of the game are muscular coordination, balance and use of visual acuity, in addition to those mentioned for the other sports. Mathematics is applied in relation to the scoring, which is complicated but fascinating to the beginner.

Illustrations have been given of the sport clinic in basketball, boxing, baseball, football, billiards, and bowling. Actually this list could be continued into as many sports as are suitable to any specific locality in the country in relation to popularity, qualified personnel, and enough interested individuals to carry on the program. The benefits of the program are many, such as: decrease in juvenile delinquency, increased sportsmanship, spirit of cooperation, enjoyment by students, better health, and a greater understanding of sports by adults as well as by students.

The administration of a program such as outlined in this article is of major importance in the successful fruition of these plans. Here is one method by which this program can be integrated in a regular school student activity program.

A teacher should be put in charge of the entire program. If the person chosen is a regular teacher, he should be relieved of some of his teaching load to allow adequate time for planning and executing the program. The teacher should contact various colleges or professionals, or both, in the area to see if they would be willing and able to cooperate in this activity. This individual should possess a persuasive personality which would enable him to present advantages why the program would be beneficial, not only to the students, but also for the various colleges or professional teams involved. The activity should be included in the students' regular program during school hours. It would be advisable, however, to make it at the end of the day so that those desiring to remain longer may do so without interfering with

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# Social-Studies Trip as an Allied Activity

**I**N connection with the teaching of secondary-school social studies, the field trip is becoming increasingly prominent. To be specific, reference is made to the situation in which the entire class is given opportunity to visit a place or places where a portion of previously studied subject matter can be made more realistic. The trip is under the direction of the classroom teacher and is one that is given official recognition and approval by the school's administrative staff. It is contended that this is either an allied activity or very closely related thereto. If properly executed it will help attain many of the objectives set for the best of these programs now functioning in our secondary schools.

One point having to do with the purpose of the social-studies field trip has been mentioned above. This effort to attain realism has had a chance to succeed because most pupils show keener interest in concrete objects than they do in abstract generalities. We all know the value of illustrating a point with an object in the classroom itself; if a succession of observations of such nature presents itself over a period of from an hour to a full day or more, it can be reasonably assumed that attention and interest will stay at a high level. Next, there are always many pupils taking social studies both by requirement and election who are frank to admit that they do not especially like the courses. This situation obtains more frequently if the method of teaching is along purely traditional lines. Thus, one of the purposes of the field trip can well be that of increasing interest. It will often serve to arouse those who appear to be beyond redemption; it usually increases the interest of those for whom the subject has already held fascination. Much attention is also being given to the development of desirable behavior in social-studies situations. That is, in making evaluations of the results of the teaching of social-studies it is hoped that the pupils are growing into adults who will respond far better in all social situations than they would if they had not taken the courses. From the field trip it is quite possible that the additional factual information thus gained will function significantly. Finally, in the planning of the trip there is abundant op-

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*Principal*

*University High School*

*Laramie, Wyoming*

portunity for the practice of democratic procedures. There will be a few or no members who fail to contribute worthy suggestions designed to make it successful; furthermore, many of them will offer to perform key services during the time thus spent.

Where to go and how much time to spend on the social-studies field trip will depend upon the number and variety of points of interest within reach of the local community; likewise it will be necessary to take into account the general enthusiasm for this type of activity. The following are examples of such trips that have been taken by various groups at some time, the grade level being indicated following the identification: City hall, nine; newspaper office, twelve; fire station, nine; bank, twelve; art gallery, twelve; city water plant, nine; broadcasting station, eleven and twelve; intensive tour of the nation's capitol, twelve; all offices in country court house, nine and eleven; voting polls, eleven; state legislature in session, eleven; and all offices in state capitol building, eleven.

In preparation for a social-studies field trip it is best for the initial suggestion to come from one of the pupils. In any event a discussion in which there is free pupil participation should bring out what the group might conceivably gain from the time thus spent. If it is decided that the trip would be profitable and feasible, opportunity for the appointment of committees follows. Some of the details with which pupils can help are making contacts with individuals at the place or places of the proposed trip, studying possible means of transportation, collecting money in advance for necessary expenses, arranging an itinerary, planning for meals and incidental entertainment, securing information relative to such legal matters as school liability for accident, liability of those who furnish transportation, authority to participate in school field trips, and preparations of an outline of information that the class should learn as a result of the trip. The foregoing statement applies



generally to the longer trips; those points that are applicable can be brought into the play on the shorter trip. The successful teacher does much directly and indirectly that causes the above-mentioned details to take place in the smoothest possible fashion. In addition, it is a specific teacher function to see that the pupils have a complete social-studies information background that will enable them to ask searching questions and to gain valuable information.

There are several points and guiding principles that must of necessity be given attention before the trip is begun. Some of them have been implied above while others have not.

1. There should be general enthusiasm on the part of the class for the particular trip in question. Pupils who do not share in the spirit of the purpose of the occasion should not be urged to go.

2. The same generous approval of the principal of the school should be in evidence. Otherwise the trip should not be undertaken.

3. Written permission should be secured from the parents or guardian of each of the pupils who is to go. Form statements which will require only the insertion of the pupil's name and the signature are easily prepared.

4. All parents and pupils should be supplied with a comprehensive schedule of the trip. This will clarify such routine matters as time and place of departure, where the group will be at a particular hour, and time of return to the school.

5. People who regularly work at the places where the group stops and who have consented to guide, answer questions, etc., should be fully informed in advance as to the object of the trip and the length of time that the group can stay.

6. Despite the fact that ordinary classroom procedures do not produce problems of discipline for the capable teacher, the field trip is enough of an innovation to demand the stressing of some fairly obvious points. It should be agreed upon in advance that preferred modes of conduct shall guide behavior, that grateful appreciation for the help of non-school people shall be demonstrated, and that co-operation should be evidenced throughout.

In connection with point number six mentioned above the following letter is offered as typical of one that might be writ-

ten in advance requesting help for the class at a place where it is proposed to visit:

University High School  
Laramie, Wyoming  
February 6.

Miss Edna B. Stolt  
State Superintendent of Schools  
Cheyenne, Wyoming  
Dear Miss Stolt:

We have two classes in our school who are now engaged in a study of Wyoming history and government. In a conference with the junior teachers in this area, it was suggested that a social-studies field trip to the state capitol while the legislature is in session would be very helpful. When the matter was later discussed with the children, it was found that there are thirty-five of them who would like to participate. Accordingly, we have set the afternoon of February 18 as the time that we should like to come.

The request that we have in mind in relation to your office is based on the fact that we feel that we need guidance in and around the capitol building. Therefore, may we inquire as to whether or not you have someone who would have the time to extend this service to us. We expect to arrive at 1:30 and desire to devote about forty-five minutes to this part of the trip.

Any helps or suggestions that you may offer will be gratefully appreciated.

Cordially yours,  
Clarence D. Samford, Head  
Department of Social Studies

Point number three suggested the necessity of securing written permission from the parent or guardian of pupils who make such trips. The following form is offered as one that sets forth general information relative to the trip as well as one that secures the desired permission:

University High School  
Laramie, Wyoming  
February 17.

Dear Patron:

Some of the pupils of University High School have indicated an interest in taking a social-studies field trip to the state capitol at Cheyenne in order to learn from practical observation some things about Wyoming state history and government. The trip is now planned for tomorrow afternoon, February 18. Pupils planning to go will assemble in front of the Education Building at 12 o'clock noon.

A guide from the office of the State Department of Education will help us gain information in and around the capitol building. The State Librarian has agreed to have someone available to assist us in gaining the most possible from our time spent at the State Museum. The Clerk of the United States District Court gives assurance of being willing to help in every way possible. The last observation is planned for the Cheyenne Municipal Building, where Police

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# Students' Day and Its Evaluation

**L**AST MAY Anacostia High School following the example of many other institutions throughout the country, held Students' Day. On that day, selected students took over the administration and management of the school. The planning and execution of the project were under the direction of the Student Council.

Since every present day project must have its objectives, the first task was to state the objectives of this day. The officers and faculty advisers of the council decided that there were three main objectives:

1. To enable those students selected to act as administrators and teachers to better understand the duties and problems involved in running a school smoothly and efficiently.
2. To develop a sense of responsibility and dependability on the part of the students.
3. To develop student initiative and self-reliance.

Prior to Students' Day, the necessary preliminary work was completed by the faculty. This work included selecting the students who were to act as teachers, instructing these students in general school procedure, and planning the individual class work by teachers and student teachers. Each teacher was asked to submit three choices in the order of preference, for the student to take his or her classes. Needless, to say there were many conflicts. The best students were wanted by several teachers. The task of straightening out these conflicts to the best interests of all concerned was one of the most difficult jobs of the planning committee. After the list of student teachers was complete, a meeting was held at which they were given general instructions for the day and at which time they were given an opportunity to ask questions. All the students selected to teach were given an opportunity to decline if they so wished. As far as possible one student carried out the entire program of the teacher, including all extracurricular activities.

The day was a great success. Everything went very smoothly. The assembly planned and executed by the student principal and student assistant principal was well planned and very orderly. A

ETHEL L. SMITH

*Faculty Adviser of Student Council,  
Anacostia High School,  
Washington, D. C.*

faculty meeting and tea for the student teachers was held at the close of school.

The faculty advisers of the Student Council felt that the day, to be a real success, must be evaluated, and so three questionnaires were prepared—one for teachers, one for student teachers and one for students. Each teacher and each student teacher was required to fill out the proper questionnaire. Fifty-one students, representing every semester, were selected at random from the student body and asked to fill out the student questionnaire. The results of these questionnaires are as follows:

## *Teacher Questionnaire*

1. In your opinion, from a general point of view, was Students' Day a success? Yes—44; No—2; no answer—5.
2. To what degree was there interruption in the teaching-learning process? Complete—0; great—3; some—24; little—15; none—6; no answer—3.
3. What kind of job did your student teacher do? Excellent—28; good—21; fair—4; poor—2.
4. Are you in favor of repeating Students' Day again? Yes—37; No—12; No answer—2.
5. Unfavorable impressions:  
Lack of teaching background  
Tendency of some students to take advantage of student teachers.  
Student teacher faculty meeting prevented make-up work after school.  
Poor student teacher preparation.  
Students' Day interfered with regular teaching plans.  
Experience of being a teacher limited to a few students.  
Extra work for regular teachers.  
Students expressed boredom.
6. Favorable impressions:  
Gives the regular teacher an opportunity to see students in action as an observer.  
Gives student teachers an insight into the problems of a teacher.  
Student teachers manifested a desire

to do a good job, were serious, and well prepared.

Students cooperated with student teachers—some reciting who normally would not.

Few disciplinary problems.

Gives students a sense of responsibility.

Student traffic in corridors very light during homeroom period.

Students enjoyed the feeling that they were running things.

7. Comments and suggestions:

Give results of the evaluation to the faculty.

Students' Day should have more publicity before the day arrives.

Have different student for each class to obtain greater student participation. (Such a plan would defeat the purpose of the day.)

Student teachers should attend a faculty meeting with the regular teachers to review the general objectives desired.

*Student Teacher Questionnaire*

1. Did you enjoy the teaching experience? Yes—59; No—1.

2. Was it a worthwhile experience? Yes—61; No—0.

3. Would you care to undertake it again? Yes—56; No—5.

4. Were classes cooperative? Yes—44; No—1; Some—2.

5. Were there any discipline problems? Yes 7; No—45. The chief disciplinary problems were reported to be talking and lack of attention.

6. Favorable impressions:

Classes ran smoothly.

Cooperation excellent.

Helps students to understand the problems of the teacher.

Gives student teachers an opportunity to see whether or not they would like to be teachers.

Students courteous and willing to learn.

7. Unfavorable impressions:

Too much gum chewing.

Work tiring for student teachers.

Students take day too lightly.

Some students not very cooperative.

Lessons not prepared.

8. Suggestions:

Special provisions should be made for troublesome classes.

Students' Day should become an annual event.

A Course in good manners should be given students throughout their school years.

*Student Questionnaire*

1. In your opinion, from a general point of view was Students' Day a success? Yes—50; No—1.

2. To what extent did Students' Day interfere with your learning? Completely—0; Greatly—0; Some—4; Little—7; None—40.

3. Evaluate the teaching of your student teachers: Excellent—130; good—107; fair 57; poor—3.

4. Would you like to have Students' Day again next year? Yes—50; No—1.

5. Unfavorable impressions:

Student teachers too hard.

Too much interference from regular teachers.

6. Favorable impressions:

Lessons well prepared by student teachers.

Students' Day was well organized.

Students' Day broke the monotony.

Conduct of students good.

7. Suggestions:

Have only seniors. (Not advisable because some teachers do not know the seniors well enough.)

Make students' Day an annual event.

From the results of the three questionnaires, Students' Day may be considered to have been a success in the opinion of both the faculty and the student body. Of course there were dissenters in both groups but judging by the results, these would be in a minority group.

Plans are now being made for another Students' Day this spring. We are trying to correct last year's errors and to make use of the suggestions offered. For instance, we are limiting the student teachers to pupils in the sixth, seventh and eighth semesters. Each teacher is being allowed only one regular teacher and an alternate. We are also asking teachers to select students who can discipline a class as well as handle the subject matter to be taught. We have also stressed the need for detailed lesson planning by the student teacher and regular teacher. Also teachers are being asked to take no part in either the discipline or teaching unless a great difficulty arises. With last year's mistakes in the background, and an honest effort being made to correct them, we are looking forward to a bigger and better Students' Day.

# A Poetry Festival

THE applause of the crowded auditorium was enthusiastic. "The mighty Casey had struck out." The Poetry Festival was in progress, and the old favorite, "Casey at the Bat," the choice of an eighth grade boy, had appealed to a baseball-conscious audience.

Early in the year the idea of a Poetry Festival at the P. K. Young Laboratory School had been discussed with teachers and pupils, and plans were made by various groups and individuals. The purpose of holding such a festival was fourfold. In the first place, boys and girls need the beauty and the joy that great poetry can bring into their lives. They must learn to love poetry by growing up with it, by reading it often, by hearing it read well, and by making it, as they make music, a part of their lives. Again, in a machine-minded age they need the spiritual uplift and the inspiration that can come to them through the message of great poets.

Such a festival can contribute greatly to the growth of the individual—and the group. Individual choices are sometimes quite a revelation of character and interest. Poor choices are sometimes changed because the student, through participating in class discussions and listening to the poems read by others, has begun to form some standards by which to judge poetry. The pupil may gain poise also through standing before a group and giving to it some passage that he enjoys. Through choral reading the timid pupil may find ease and joy in expression, and as he advances from group reading to solo parts, he will gain courage.

This is not the time to go into the many advantages of choral reading, but mention should be made of the fact that such reading demands the entire attention and skill of the participant. It is an excellent test of group feeling, of group interest and cooperation. The opportunities for the forming of good speech habits are excellent. All vowels must be correctly given; all consonants must be clear and crisp; enunciation must be distinct, and pronunciation must be correct. Above all, the interpretation—the feeling of the group in its expressions of the thought of the author—and the joy of getting this thought across the footlights: these are the satisfactions that come to the reader.

MARGARET W. BOWTELLE

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Laboratory School,  
University of Florida,  
Gainesville, Fla.*

Plans for the Festival grew out of the daily work of the pupils. Often the teaching of poetry has been an integral part of the unit of work. Again it has been through teachers' encouraging boys and girls to read to the class poems which they love. Groups listened to recordings of solo and of group readings. Sometimes the teacher read to the group. Some great passages were memorized in the class. (All pupils are encouraged to do voluntary memorization, but the required learning of long teacher-designated passages of the classics does not have the place that it once held when most of the students in the higher grades were in the upper quartile of ability.) Each teacher, therefore, sees that most pupils learn in a meaningful situation some of the great passages that have been and are a part of the common heritage of a democratic people. One group was working definitely on improving speech habits; another group became interested in some of the old Greek choruses through its study of Greek life. Other groups planned a presentation of some of the interesting parts of the Shakespearean plays which they were studying.

In spite of much illness among both teachers and pupils a program consisting of individual and group reading from pupils in the elementary and high school grades was presented in the auditorium in April. Such a program holds possibilities for happy experiences in the democratic way of life. During school years and in later life an individual likes to feel himself a part of a group that is having or has had common cultural experiences. He likes to be able to say, "Do you remember when . . . ? Didn't old Joe give us a big laugh when . . . ?" We learn to understand people when we know them. We recognize ability and worth in others when through various common experiences we find what they can do. Thus are the principles of a democracy fostered.

In criticism of modern education Walter Lippman deplors the fact that "there is



no common faith, no common body of principles, no common body of knowledge, no common moral and intellectual discipline. Yet the graduates of these modern schools are expected to form a civilized community. They are expected to govern themselves. They are expected to arrive by discussion at common purposes. When one realizes that they have no common culture, is it astounding that they have no common purpose?" (*This America*, page 22). He argues that without the studies and discipline which support and form the spiritual outlook and habits on which democracy is based, our world, like a tree cut off from its roots in the soil, must die and be replaced by alien and barbarous things. (P. 290).

Although we do not agree with all that Mr. Lippman says in the essay from which we quote, we do believe that common experiences, common enjoyments, and common discussions of the thoughts of great writers, and of other men of the past and of the present, foster greater understandings and friendships. A Poetry Festival can be a rich, satisfying experience.

Poetry is itself a thing of God;  
He made his prophets poets, and the more  
We feel of poesie do we become  
Like God in Love and power—under-  
makers.

Bailey, "Festus."

A copy of the program and further information may be obtained if desired from The Curriculum Library, University of Florida, Gainesville.

### Social-Studies Trip as an Allied Activity

(Continued from page 286)

Court will be in session. Our party should leave Cheyenne for Laramie at 5:30 p. m.

We feel that the trip will be beneficial to those who participate. We shall exercise our best judgment in matters pertaining to conduct and safety. Naturally, it is impossible for us to assume financial responsibility for accident or other misfortune that might arise.

It will be helpful to us in planning the trip and keeping proper records pertaining to it if you will indicate by your signature your knowledge of the plans and your approval for—

to accompany us.

(Signed) \_\_\_\_\_

Cordially yours,  
Clarence D. Samford, Head  
Department of Social Studies

As a final step in preparation for the trip it is quite appropriate to hand each pupil and adult driver or sponsor a

mimeographed sheet setting forth final reminders and instructions. The following information is typical of that usually given and pertains to the trip being described:

### SOCIAL-STUDIES FIELD TRIP TO CHEYENNE February 18, 1947

#### I. Remember

1. The profit that you derive from this trip and the quality of the judgment that you exercise assures or precludes this type of experience for future classes.
2. You should have a definite understanding with the driver of the automobile in which you ride in regard to time of departure, expenses involved, etc.

#### II. To Cheyenne

1. All automobiles will leave Laramie from the front of the Education Building at twelve o'clock noon.
2. One stop will be made by all in front of the Summit to determine whether or not the entire group is following properly.

#### III. Parking: Parking should be in the vicinity of the capitol building and state library.

#### IV. State Capitol: Assemble at the south entrance of the capital at 1:30 p. m. Guides from the office of the State Superintendent of Schools will be there to conduct us through the state office buildings and to the two houses of the state legislature in session.

#### V. State Museum: Meet at the west entrance of the state museum at 2:45 p. m. Register in the guest book at the desk. A member of the regular museum staff will talk briefly about the collections to be seen before we proceed.

#### VI. Federal District Court: Automobiles should be moved to the vicinity of the Postoffice building at 4:00 p. m. Unfortunately the court will not be in session but a representative of the clerk will show us the rooms and explain the principal functions.

#### VII. Eat: At 4:30 p. m. a fifteen-minutes period will be set aside to eat a light lunch. There are many suitable places near the Postoffice building.

#### VIII. Municipal Court: Meet at the east (Continued on page 292)



# "Postures on Parade"

"Postures on Parade", was given at a Girls' League program and received such applause that we gave it again as an exchange for the Boys' League. A speech student was selected to be the reader. Other characters, dressed to accentuate their roles, paraded on the stage as at a fashion show.

Attention ladies:

Forget about faces! Too much attention has been paid to faces.

Your face can be a mask, but your body—the way you stand, sit, or walk—is a dead give-away.

The Susies and Sylvias pictured here may think that their faces are their fortune, but we know that their postures are most unfortunate!

We now present—

## *Postures on Parade*

Listen, my children, and let me talk  
Of the dreadful ways that ladies walk;  
Look, while we show you a style parade  
Of ladies doing a promenade,  
Just to illustrate, all in fun  
How your walking should NOT be done  
Horrible samples will soon appear  
Who by posture will make it clear  
Just what happens to women fair  
Who do not know and who do not care  
How they look when they take the air.  
Stop, Look, Listen, and tremble, too,  
Do these walkers resemble YOU?

### *Sylvia Slouch*

First with a slinky backward crouch  
Enters Debutante Sylvia Slouch.  
Up with hips and down with seat,  
Here is Sylvia, all complete,  
Saggy, shouldrers and sunken chest  
Poor old diaphragm quite depressed,  
Who is Sylvia—she's a sight!

### *Susie Swayback*

Next, we beg to introduce  
Susie Swayback, on the loose,  
Sue is full of curves and graces,  
But she curves in frightful places.  
See the hollow in her spine.  
Note the most distressing line  
From her chin down to her back,  
Ah, the streets are full of Susies!

### *Hortense Hump*

Here's a dowager, sleek and plump  
Cursed with a dowager's famous hump.  
Lots of dowagers get like that  
When they're lazy, and rich and fat.

FRANCES HOPTON

*Girls' Adviser, High School  
Grand Junction, Colorado*

Is it something that she ate  
Or because she won't stand straight?  
Humps belong on camels, madam,  
Ladies never should have had 'em!

### *Samantha Stoop*

Down the street with a sort of droop,  
Here come strutting Samantha Stoop.  
Here is a student who loves her books  
(Oh, how study can ruin looks!)  
Shoulders stooping and head out-

thrust,

Laugh if you will and weep if you must,  
Wherever, she goes, in thought  
immersed,

Her legs go last and her nose goes first!

### *Sallie Stiff*

Parades, of course, are lots of fun  
But what girl wishes to walk like one?  
Yet Sallie Stiff, the crazy nut,  
Has got a military strut.  
With shoulders stiff and backbone  
rigid,

She has a gait that's simply frigid,  
If Hitler saw her, he'd enlist her,  
But where's the man who's ever  
kissed her?

### *Barbara Bounce*

Barbara Bounce is always gay.  
But, oh girls! *What* a sway!  
She looks like a rabbit,  
And tho it's a habit  
To hop along at this merry gate,  
Strange as it seems there's never a  
date.

To sum it all up in a word or two  
Does Barbara Bounce resemble you?

### *Conclusion*

Now that we've tactfully put on the spot,  
Ladies who walk as they plainly should  
not,

If our review is to do any good, we'll now  
Show someone who walks as she

SHOULD!

So in conclusion we're pleased to present,  
Miss Polly Posture, a maid heaven-sent,  
Easy and graceful, natural and fine,  
Showing respect for her chest and her  
spine.

All of her inwards in perfect alignment,  
Here is the essence of grace and  
refinement.

Do you observe, as she comes into view,

She walks exactly, precisely like YOU?  
Then let us add, according to plan,  
"Not as you DO, dearies,"—"just as you  
CAN!"

#### Review

Now look them over again, Gals—  
The Sylvias, the Susies, the Bounces, the  
Sals,

Which of these eight modern examples  
Fit you most in the way and ambles?

#### What to Do About It

If you don't like the way you look,  
Just take what these Freshmen took.  
Alittle exercise every day  
Will show results right away.

At the conclusion, a group of girls from  
the Gym classes gave a health demonstra-  
tion, ending in correct standing position  
according to the "seven points of good  
posture," as the narrator brought the  
skit to a close.

#### Seven Points of Good Posture

1. Feet parallel, weight on whole foot
2. Knees slightly relaxed
3. Chest high
4. Abdomen flat
5. Shoulders relaxed
6. Head up
7. Chin in

#### Social-Studies Trip as an Allied Activity

(Continued from page 290)

entrance of the municipal building  
at 4:45 p. m. Court will be in ses-  
sion. Find seats as quickly and  
quietly as possible.

- IX. Departure: Be in the automobile in  
which you are to ride promptly at  
5:30 p. m. We shall again stop at  
the Summit as we return in order  
to make a check-up similar to that  
made earlier in the day.

Upon return to the regular classroom,  
opportunity for fruitful discussion pre-  
sents itself. There will be points of infor-  
mation that various pupils are still seek-  
ing. Comparison of textbook presentation  
and actual observations should be made.  
Data made possible because of the trip  
that would otherwise have been passed by  
completely should be stressed. Finally,  
the members of the group should be called  
upon to make suggestions as to how the  
trip could have been made more profit-  
able. This can be very beneficial should  
another class in the same subject desire  
to take a similar trip at a later date.

Considered in its relation to allied ac-  
tivities, it is contended that the social-  
studies field trip develops skills in the  
plannings and execution of a rather for-  
midable pupil project. In addition, it fos-

ters such desirable traits as leadership,  
cooperation, democratic attitudes, correct  
social behavior, and appreciation for the  
services of others. No less important is  
the social-studies field trip in its relations  
to academic considerations. It supplements  
knowledge that has been partially learned  
in the classroom, adds important informa-  
tion that would likely fail to come to the  
pupil's attention otherwise, and arouses  
wholesome interest in the area of knowl-  
edge to which the trip is related.

#### Magic in Sales Promotion

(Continued from page 279)

representatives also boosted the drive. A huge  
thermometer, located in the main hall,  
kept an up-to-the-minute record of the  
Triangle sales. As the campaign neared  
completion, a free copy of the paper was  
distributed to each boy and girl in the  
school. Many, interested in the changed  
appearance and added features, rushed to  
subscribe. The final and trump card of  
our campaign was a ticket for each sub-  
scriber to see a magician's show in the  
school auditorium.

Yes, we did work magic, for our second  
issue was received by 1,500 eager sub-  
scribers. We had not only doubled the cost,  
but doubled the sales also.

#### Sport Clinics

(Continued from page 284)

any other classroom schedule. This pro-  
gram should be integrated with other  
parts of the curriculum through: English  
—speeches, composition; Mathematics—  
scoring; Social Studies—tolerance; and in  
Physical Training.

Beneficial results of this program when  
tried indicate that many schools should  
apply the plan as soon as it can be made  
a part of student activity program.

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# ASSEMBLY PROGRAMS for SEPTEMBER

The school term of 1948-49 will be the sixth year for this department on assemblies to be featured in *School Activities*. The material published each month consists of: (1) new ideas of general interest which schools might find helpful in improving their plans for assemblies, (2) program suggestions based on the most successful current practices and trends, and, (3) examples or accounts of good programs which have been presented in various schools.

First place this month is given to a report on how one high school is attempting to vitalize its assemblies. It was written by Mrs. Mary Willets Smith, the faculty member at the head of the Assembly Committee of the Sewickley High School, Sewickley, Pennsylvania, where the activity is under way. The report, entitled "An Assembly Committee Handbook," follows:

Two serious dangers face the faculty sponsor of an assembly committee. The first is to have a committee in name only, with the faculty adviser doing too much of the work of planning and arranging programs. The other is to fall into the common error of believing that student participation implies just turning things over to the students and hoping for the best.

To avoid these dangers, our school attempts to make work on the assembly committee a vital educational experience for the participants. The work of the assembly committee is planned just as carefully as are any of the regular subjects in our curriculum. We believe that the members should develop certain desirable attitudes toward their work; that they should know something of the purposes of the assembly; that they should have a knowledge of the techniques involved in achieving these purposes; and that they should have some criteria by which to judge what they have done.

As a result of this program, we now have a definite set of assembly aims. These aims were prepared by a committee and are used as a basis for the work connected with planning, organization, and presentation of programs. Last year our committee revised this list, and then went a step further and developed an evaluation sheet. The student council, the faculty, and members of the senior class evaluated several programs to make suggestions for improving the sheet. Results of these evaluations were tabulated, discussed by the committee, and used in planning for the current year.

At the present time we are more ambitious. Our committee hopes to build on what has been done by former committees and to develop an assembly handbook adapted to our local situation which may serve as a guide for future com-

C. C. HARVEY

Salem Public Schools  
Salem, Oregon

mittees. We are busy gathering ideas and material and organizing them into a permanent handbook.

We are developing a section on the organization of the assembly committee; a chapter on aims and purposes of the assembly; a part on the duties, responsibilities, and desirable qualifications of members of the assembly committee; a section on evaluation of programs; and a section to include a report of the programs presented during the year, with an evaluation of each. Among the programs which will be described in detail are those which we considered very successful and may be repeated next year. Two of the most successful were our freshman orientation program and a special Thanksgiving program sponsored by the art department, designed to revive a real spirit of Thanksgiving.

Before our handbook, or the first edition of it is finished, we plan to visit assemblies in other schools and to include a report on what they are doing. Already members of our committee have corresponded with students in other schools and have gathered many new ideas from articles in educational periodicals. We would be interested in hearing from schools which publish assembly bulletins or other material which might be exchanged. If other schools have developed assembly handbooks, we would also be interested in hearing from them. Below is a reproduction of our Assembly Program Evaluation Sheet:

Please check each item at the level which you think best describes this program and return to the Assembly Committee.

## I. Suitability to Occasion

- ☐ Extremely well-adapted to occasion
- ☐ Fairly well-adapted to occasion
- ☐ Entirely unsuited to occasion

## II. Preparation

- ☐ Very well prepared
- ☐ Fairly well prepared
- ☐ Poorly prepared

## III. Student Participation

- ☐ Large number of students participated
- ☐ Fairly large number of students participated
- ☐ Few or no students participated

## IV. Student participation in planning preparation

- ☐ Planned and prepared largely by students



- ( ) Some students participated in planning and preparation
- ( ) Planned and prepared largely by faculty
- V. Educational Values
  - A. For Participants
    - ( ) High in educational value
    - ( ) Fair in educational value
    - ( ) Low in educational value
  - B. For Audience
    - ( ) High in educational value
    - ( ) Fair in educational value
    - ( ) Low in educational value
- VI. Audience Participation
  - ( ) Frequent opportunity for audience participation
  - ( ) Some opportunity for audience participation
  - ( ) Little or no opportunity for audience participation
- VII. Audience Reaction
  - ( ) Excellent
  - ( ) Good
  - ( ) Average
  - ( ) Poor
- VIII. Contribution to school spirit
  - A.
    - ( ) Preparation and presentation required combined efforts of a number of groups and organizations within the school
    - ( ) One group or organization prepared and presented entire program
  - B.
    - ( ) Related closely to school life and school interests
    - ( ) Little relation to school life or school interests
  - C.
    - ( ) Several grade levels or homerooms represented in program
    - ( ) One grade or homeroom only represented in program
- IX. Total Evaluation
  - A. Interest
    - ( ) High degree of interest
    - ( ) Fair degree of interest
    - ( ) Low degree of interest
  - B. Time
    - ( ) Long enough to be tiresome
    - ( ) Just about right in length
    - ( ) Too short
  - C. Value
    - ( ) Very much worth-while
    - ( ) Of fair value
    - ( ) Of little or no value

#### PROGRAM SUGGESTION FOR SEPTEMBER

The majority of schools present three or four regular assembly programs during September, depending upon how early the term begins. Descriptions of four programs which were presented last September are given below. These were recommended by the respective schools. All are of the type which require planning and preparation in advance of presentation. If similar programs are not appropriate for presenta-

tion during September of this year, they should be suggestive to the assembly committee in planning others which are timely and adapted to local interests and resources.

Other ideas and suggestions for September assembly programs may be found in the May issues of *School Activities* during the past four years.

#### First Week—Program to Welcome New Students

It is customary in almost all secondary schools to present a program the first week of school built around the idea of welcoming new students or getting acquainted, or a program for the orientation of new students. Some schools present what is called a "Welcome Assembly" and follow it up with an "Orientation Assembly."

Miss Irene Gray, Assembly Committee Chairman, Grand Junction, Colorado, High School, contributed an account of the program presented in that school last fall to welcome new students. Miss Gray's report of the program follows:

During the first week of school last fall, the Boys' League and Girls' League of Grand Junction, Colorado, High School gave a joint assembly program to welcome new students. It was their intent to give the "newcomers" a feeling of welcome and belonging and to show the "oldsters" just which of our careless habits are most bewildering to students who are entering the school for the first time. League officers planned, organized, and presented the program with little faculty assistance.

The two themes of the program—welcome to new students, and to show the old students where there is room for improvement—were developed by a skit. The skit was done in pantomime to the accompaniment of an original ballad (tune "Frankie and Johnny"). The ideas brought out were that discourtesies extended to newcomers make a poor and sometimes lasting impression which is very undesirable, and that consideration for new students will soon make those people "one of us," and that "SBA's" (Student Body Association tickets) are not only the vogue but an economy, and that each person is responsible for actions and attitudes taken toward new students and new ideas. In addition to the skit, the program consisted of introductions, brief remarks by principal and a few student leaders, and group singing. The assembly was short, to the point, and entertaining. One humorous touch was made by the "teacher" who employed some of the pet expressions of faculty members.

It might be well to add a word here about our assembly set-up this year. As training in organization and planning, each member of one Speech II group is assigned to work with the club or other group which is responsible for the current program. The Speech group helped the assembly committee make up the assembly calendar at the beginning of the year. About ten days before the date of a particular program on the calendar, the member of the Speech group contacts the faculty sponsor and sets the ball

rolling. During the week before the program, he contacts the band if it is to play, checks with the principal's office, gets a program outline to the advisors to print, gets a news article into the local paper, and keeps in constant touch with participating group seeing that the flag is available for presentation and that the microphone is in readiness.

#### *Second Week—A "Song Fest" or "Student Sing" Assembly*

The important part that music and singing should play in assembly programs has been emphasized before in this department. Accounts of unique and outstanding "Community Sing" assemblies were published in the department in the issues of September 1935, September 1946, May 1947, and on several other dates.

Here is an account of a "Song Fest" assembly held at the Junior High School, Bloomfield, New Jersey, which contains some new ideas. It was contributed by Mr. Ralph Diller and Mr. Herbert Hardie, faculty members who were in charge of the program.

A high degree of student participation was evidenced in the "Song Fest" assembly presented at the Junior High School, Bloomfield, New Jersey, during the first month of school this year. The audience enjoyed singing the familiar songs, chiefly because the program was organized in such a way as to achieve a great amount of activity on the part of every boy and girl in the school.

The first step was to have students share in the selection of songs to be sung. The song program was completed with the assistance of the music department faculty. Popular tastes were considered in such songs as "Peg O'My Heart;" novelty songs such as "Old Macdonald Had a Farm" were included for the sheer enjoyment of boys and girls.

After the program had been set up tentatively, songs were rehearsed by the entire school in general music classes. During rehearsals it was discovered that some songs should be deleted, and in their place others were added until the program was balanced and appetizing enough for the varied interests of everyone. When the songs were well-mastered, they were "shelved" as far as music classes were concerned for one week prior to the program.

A ninth grader made suggestive cartoons for the various song slides to add graphic interest to the stereotyped lettering of the words of the songs. "I'm an Old Cowhand" and "Harvest Moon" were found to be especially adaptable to illustrations and were highly attractive when flashed upon the screen.

When the assembly was held, it was a case of meeting old and familiar songs. Further, each boy and girl enjoyed an exhilarating experience from having had a real part in such a mass effort in making songs livable and enjoyable. All entered into the singing with vim and gusto. This song fest proved to be rich in opportunities for self-expression. A round of "Row, Row, Row Your Boat" proved quite successful and gave the

students a sense of personal accomplishment in singing in harmony with others. For this particular number, the entire audience of over eight-hundred was divided into four different sections and the difficult feat of harmonizing in such a large group was carried through without discord. School songs and the Alma Mater contributed their part to the program.

At the completion of the program, all left with a feeling of satisfaction and enjoyment from this form of music-making. But, moreover, a real opportunity had presented itself for audience participation.

#### *Third Week—Assembly Dealing with the United Nations*

Possibly no topic of today is receiving more discussion and emphasis than "How to Achieve a Lasting Peace." Students should be made conscious of the part which they must play in working toward peace. A sentence from the Constitution of the United Nations says: "Since wars begin in the minds of men, it is in the minds of men that the defense of peace must be constructed."

To acquaint students and adults everywhere with what is being done and what they can do to work toward peace, the week of September 19-25 has been set aside for the observance of United Nations Week. Among the sponsors are the Committee on International Relations of the National Education Association, Washington 6,



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D. C., and the American Association for the United Nations, 45 E. 65th St., New York 21, N. Y. Information may be secured from the sponsoring groups or by writing to Olav PausGrunt, chief, Educational Service Section, Room X-400, United Nations, Lake Success, New York.

An assembly on this topic is well adapted to presentation as a student forum or Junior Town Meeting. How one high school sponsored an assembly for United Nations Week last September as a student forum, and at the same time brought the school newspaper into the picture and gave it some timely recognition, is reported below. The school was Holmes High, Covington, Ky., and the account of the program was written by Miss Esther Edelmaier, Adviser of *The Holmespun*, Holmes High's newspaper.

One of the most interesting and worth-while assemblies presented last September at Holmes High School, Covington, Ky., was developed by the school newspaper staff and adviser. Our paper, *The Holmespun*, took this opportunity to emphasize United Nations Week.

As the curtains parted, the editorial board, which is composed of four page-editors and a news editor, were gathered around the unopened packages of newspapers, the year's first issue, which the printer had just delivered to the school.

Eagerly snatching the first copies and opening them, the page editors began to discuss the contents informally, as the odor of fresh printers' ink permeated the atmosphere.

The editor began to read from *The Holmespun* an editorial which carried the theme and opened the serious part of the program. The board then introduced to the student body and faculty an authoritative young speaker from Cincinnati, Mr. Morse Johnson, who delivered a brief but to-the-point talk on the operation and importance of United Nations. It so happens that Cincinnati has its own United Nations Association, which maintains a speakers bureau whose services are free to all. A group or school need only call and obtain an appropriate and excellent speaker for the asking.

A discussion period was opened by one of the editors. This forum type of tackling a topic encouraged questions from the student body and faculty, too, which Mr. Johnson proceeded to answer. The highly important query raised by a student from the audience, "Are all the differences between Russia and the United States one reads about in the paper dangerous?" received the answer: "No, for on the whole UN meetings are not as full of arguments as the papers would have us believe. If these quarrels continue to come out in the open, there is not much danger." When Russia and the United States no longer lash at each other, and when and if Russia withdraws from the UN, then we must prepare for war, was the consensus of Mr. Johnson's thought, as he pointed out to a highly impressed student body the very democratic nature of the UN's operation. Had more time been

available, the discussion would have continued much longer.

At the close of the assembly, a tradition of *The Holmespun* was upheld when all students received the first issue of the paper free. Thus the copy promoting United Nations Week reached every student as he left one of the auditorium exits.

#### *Fourth Week—Assembly on Theme of Good School Citizenship*

An assembly on this theme is one type of orientation program which is very valuable. It might be sponsored by the student council, a social studies class, the Hi-Y Club, or almost any service organization in the school. To be effective in achieving the desirable results, such a program must come from the students themselves.

Last September the Patrol Club of Junior High School 81 (Julia Ward Howe Junior High, New York, N. Y.), presented an interesting assembly on "Good School Citizenship." The account of this program and other information about assemblies in that school which appears below was contributed by Miss Anna, E. Lawson, Principal.

Assembly programs at Junior High School 81, New York, N. Y., for the opening month of the current term were prepared by permanent clubs at the end of the previous term. Of course, there were personnel changes over vacation but the same teachers were serving as club advisers and plenty of pupils remained to carry on in September what was planned in June. Furthermore, it was a great help to a teacher not to have to prepare a program during the first month of school.

We have three assemblies each week—one for the seventh grade, another for the eighth, and a third for the ninth year pupils. For this reason, each group had to make up three editions of its program suited to the different levels. Most large schools follow similar patterns with emphasis on particular needs of the school, and for this reason three of the September programs will merely be listed. We believe that the other program of the month is unique in our school and a somewhat detailed account will be given of that one.

First program—by the Student Council and the Clean City League; second—by the Patrol Club (described in detail below); third—by the Glee Club and the Magazine Club; fourth—by Youthbuilders Club and the Chevron Club.

The Patrol Club is the oldest student organization in Junior High School 81, the most popular, and the one about which the most tradition clings. Chief job of members is to direct traffic before school, at period changes, and at dismissal—in halls, on stairways, and in yards. They wear jaunty tams of navy blue felt with "81" in gold letters. But let them tell you about their club, as they told it in assembly last September!

A group of Patrols comes on the platform. Dressed in white middy blouses and wearing

(Continued on page 308)



# News Notes and Comments

## New Program in Intergroup Education

A new leadership training and intensive research program in intergroup and intercultural education to be supported for five years by a \$125,000 grant from the National Conference of Christians and Jews will be launched next fall by Teachers College, Columbia University, according to an announcement by Associate Dean Hollis L. Caswell. The program, involving a new interdivisional major, is intended primarily for students beyond the master's degree and will offer sizable scholarships and fellowships.

—*Education Digest*

"Grade School Band—Why Not?", by Prin. Prentice Foote, tells of the activities of the 35-piece band at Miller Valley School, Prescott, in the Spring Issue of *Arizona Teacher-Parent*.

Dish insurance has become a successful means of dealing with lunchroom breakage problems in the junior high school of Skokie, Ill. Any student or adult may purchase a policy from a Students Mutual Insurance Company which covers him on financial loss from accidental breakage.

—*Education Summary*

"Elementary School Councils," by Helen M. Waltermire, in March number of *Journal of Education* describes a project carried on in Pearl Street School, Reading, Mass.

Robert Littell, Chairman of the National Self Government Committee, has announced the removal of the Committee's offices from 80 Broadway, New York City, to 43 Exchange Place, New York City, and the transfer of all of the Committee's publications to the United States Office of Education, Washington, D.C.

The Annual Convention of the Georgia Association of Student Government was held at the University of Georgia, Athens, March 19-20.

Forestry contests are realistic in Ontario. Each entering school must plant and maintain a "forest" of at least half an acre, according to rules of the Ontario Horticultural Assn. Last year 132 schools participated.

Liela Veazey, Girls' Physical Education Director, Bloom Township High School, Chicago Heights, Ill., gives "Play Day Suggestions" in the March number of *The Illinois Interscholastic*.

Two dangerous myths delay recognition by educators of their responsibility for training leaders. One is that we must wait for "nature" to give us our leaders; the other is that social

situations automatically produce the leadership they require. Educators must see "leadership" in terms of functions to be performed rather than in terms of inherent qualities.

—Kenneth D. Benne in *Childhood Education*

## Illinois Music Contests Draw Record Entries

Entries were made by 473 Illinois high schools in the District Music Contests held on April 3 and April 10. The figure is larger by 31 than last year's record breaking 442 entries.

In the March number of *High Points*, published by the Board of Education of New York City, Sidney Rosenberg describes the *Class Newspaper* as a means of correlating English and social studies in a manner that is effective for citizenship training in large high schools.

The question of "amateurism" is, in our opinion, more important than any other subject now engaging the attention of those school executives who are trying to get the greatest educational returns from Interscholastic League athletic contests. The past war and prospects of another far more vicious war have emphasized in the public mind the importance of physical strength and endurance to a point which has given athleticism almost the status of a religion. Much of this enthusiasm is uncritical, based on a kind of "win regardless" philosophy.

With the build-up and prestige which has been given school and college athletics by responsible educational authorities, is it any wonder that our sports are infested with gamblers and promoters who see in the program only an opportunity to cash in; and is it any wonder that professional and semi-professional sports organizations are hovering about the schools and colleges with an eye to capitalizing upon the prestige of the program and upon the extensive advertising given the more outstanding individual participants? For illustration, some minor rodeo will offer a prominent school or college athlete a substantial sum to complete, and guarantee that it will protect his identity by advertising him under another name, all the time spreading the rumor that a famous athlete will bust a bronco or bull-dog a steer next Saturday night. This rumor draws the crowd and enables the rodeo to capitalize upon a name which has become a household word. This is no fanciful illustration.

Again, a professional boxing organization (operating, of course, under the euphemism, "semi-pro," or even "amateur") discovers that the "gate" is greatly increased if it can advertise an already well-advertised name in school or

college sports. Schools and colleges are just waking up to this "graft," and it is our belief that amateur rules of the future will include a clause professionalizing any athlete who participates under the auspices of any non-scholastic organization, no matter how stridently it may proclaim itself "amateur". The more observant high-school coaches are "viewing with alarm" the hazards of this kind of inroad which is being made upon their more widely advertised stars.

—Editorial in (Texas) Interscholastic Leaguer

The number of high schools participating in basketball tournaments has been shrinking about 5% per year of late, due mainly to consolidation of districts.

If your *School Activities* subscription expires this month, renew NOW.

## From Our Readers

Editor, *School Activities*:

Each year one senior in the Department of Secondary Education here is given an honor book at the Honors Assembly. This year I thought it would be a good idea to give instead a set of the year's issues of *School Activities*. Will you please send me the set? I can add the May number later. Thank you.

The recipient is Miss Hazel Underwood of Gillette, Wyoming.

Sincerely,

L. R. Kilzer, Head

Department of Secondary Education  
The University of Wyoming  
Laramie, Wyoming

An interesting and unusual, and, we hope, a very practical and useful award. Thank you. Congratulations, Miss Underwood.

Editor, *School Activities*:

May I have 25 sample copies of *School Activities* for distribution to the students in my summer session class in High School Organization?

Yours truly,

W. E. Matter, Principal  
College High School and  
Associate Professor of Education  
Kansas State Teachers College  
Pittsburg, Kansas

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# How We Do It

C. C. HARVEY, *Department Editor*

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## HOW A SPANISH CLUB EARNED A "RECORDIO"

When "Los Amigos," the Spanish Club of Bloomfield Hills, Mich., High School, held its first meeting in the fall of 1946, we discussed projects for the semester and selected as the initial one the earning of a recording machine to be used in club and class activities. Realizing the value of accomplishing a task in a set time, I suggested a time-limit for completing the project. We set a date six weeks in the future for purchasing the machine and began making plans to earn the necessary \$250.00 before that time.

There were thirty-four members of the Club. Three weeks after the selection of the project, the group sponsored a "Fiesta Mexicana" during the noon hour. Advance publicity and ticket sales assured us of ninety guests at the luncheon and an additional forty at the program which followed. Every member took an active part in preparation for the affair and served in some capacity during the Fiesta. While some of the girls were waiting table dressed in China poblana costumes, some of the boys, dressed as Mexican vendors, were holding forth in the market stalls, and others were strolling from table to table calling out their wares in Spanish as the enthusiastic guests bought from them bracelets, belts, dolls, bookmarks, pictures, and other trinkets typical of merchandise found in Mexican markets. Boys in charro costume took tickets and ushered while both other boys and

girls took part in the program, which included Mexican songs, dances, and skits. Careful planning and excellent teamwork made it possible to complete the entire celebration in one hour, and the students returned to their classes at 1:00 o'clock, poorer in money but richer in Mexican trinkets, Mexican food, and Mexican atmosphere. As for the members of "Los Amigos"—they were richer in experience, and their treasury was richer by \$58.71.

In the meantime, members of the Club not directly occupied in this activity were busy with plans for an evening performance, which consisted of a skit, a group of Mexican songs, a Mexican folk-dance, and a play. The latter was written with a three-fold purpose: (1) To give the members of the cast ample opportunity to speak Spanish. (2) To entertain a mixed audience of children and adults who did not understand Spanish. (3) To promote inter-cultural understanding. During intermissions, vendors went through the auditorium calling out their wares in Spanish—this time it was the Sunday edition of *Excelsior*, a Mexican city daily, and more bookmarks. After the final curtain came a final reckoning which revealed that our six-weeks project had netted us enough to purchase the recordio.

In the month since we have had the machine, not a day has passed that it has not been used in one or more classes or during conference periods. Recordings, in Spanish, have included short plays, stories, poems, conversations, and songs. Each class made a Christmas record. One group, after studying the Christmas story from a Spanish Bible, recorded it with appropriate carols for each verse. Another class recorded a play which depicted the Mexican Christmas customs of the "posada" and the "pinata." Still another recorded letters which they wrote to the Wise Men making their Christmas requests as the children in Mexico do.

Through participation in this activity, students are forming habits of accuracy as they discover that there is no "second chance" before a recording mike, and one careless mistake will spoil a record for the whole group. Of equal value to the group recordings are the ones made by individuals during conference periods. These enable the pupil to "hear himself as others hear him" and to check his progress from month to month.

Our project procured for us a piece of equipment which will be of value in language learning for a long time, but the value of the project is not limited to that alone. The activities gave members of the Club opportunity to: (1) Increase their knowledge of Latin American customs. (2) Increase their Spanish vocabularies. (3) Express themselves artistically and imaginatively. (4) Have business experiences in buy-



ing, selling, budgeting, keeping accounts, making things. (5) Work in co-operation with fellow students to achieve a worthy objective. (6) Meet responsibilities. (7) Feel the satisfaction that comes from accomplishment.—DOROTHY HUGHES, Bloomfield Hills, Michigan, High School.

#### FOR A DIFFERENT PROGRAM, TRY A VOCABULARY "DOWN"

For a "different" program—club, homeroom, assembly,—try a Vocabulary "Down." Bellevue, Ohio, High School held its third vocabulary contest last spring, proof of the success of the two held in preceding years. With the present emphasis on vocabulary in college-board examinations, in Army and Navy tests, and in state "adaptability" tests, the Vocabulary Down has a sure appeal.

Our plan is modeled after the old-fashioned spelling match but is a contest in word definition. Briefly, the plan is as follows:

A week before the "Down," each homeroom holds a contest to determine its word champion, who will represent it in the all-school contest. Contestants are notified from what source words will be chosen. *Word Wealth* (Henry Holt) is excellent.

Officials consist of a master-of-ceremonies who pronounces the words, and three judges, English teachers, who, armed with unabridged dictionaries, are seated at a table in the orchestra pit.

Contestants are seated on the stage, and, in turn, step forward quickly to the microphone. Use of microphone and loud speaker enables everyone to hear and thus insures audience interest. The master-of-ceremonies pronounces the word and then will spell it, if desired.

The contestant must repeat the word before giving the definition. No second tries are allowed, but the word may be defined by a single synonym or by a longer explanation. A time limit is set to prevent long waits before the contestants replies.

Our Vocabulary "Downs" have kept the close attention of 600 students for a full forty-five minute period. Occasionally a wrong definition brings forth a hearty, friendly laugh, but more often, especially as the words become harder and the number of contestants smaller, the correct definition brings forth the almost inaudible gasp of admiration. The occasional moments when the judges consult Webster are often tense. The contests have undeniably increased interest in vocabulary study. In addition to the educational values of the "Down," it has all the elements of surprise, suspense, competition, and drama which characterize a good program. To be crowned champion at the Vocabulary "Down" of Bellevue High School is a coveted honor.—ADELINE WRIGHT, Teacher of English, Bellevue, Ohio, High School.

#### STUDENT PARTICIPATION IN VISUAL AIDS PROGRAM

Pupils of Wilbur Wright High School, Dayton, Ohio, greatly appreciate the movies shown in

classes and clubs, not only for the enjoyment they get from seeing the pictures but also because they have a part in the visual aids program.

When Wilbur Wright was a junior high, movies were shown in the auditorium once a week during the activity period. As the program of visual education progressed through the films provided by the Board of Education and the State of Ohio Slide and Films Exchange, pictures began to be shown in classes. With the increased use of films, more students were needed to assist in the program.

The teacher in charge of electrical classes started teaching boys as freshmen to run the machines and also the sound equipment. These boys gave up their study halls and activity periods to run the films in classrooms, club meetings, and assembly.

As these boys grew older, they would teach the freshmen who were interested in this field. Yet, this was not all they found to do, for the machines were not always in running order; therefore, they learned how to make minor repairs. Gradually, as they proved themselves capable, they were put in charge of all the equipment used in the school.

During the war it was impossible to buy transformers for the "mikes," so the school bought the transformers from the government surplus

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aircraft inner call system and the boys made their own. A pre-amplifier was also made by them. Microphone cables were bought in long strips and then cut to size when needed. In all, these boys made approximately two-hundred dollars worth of equipment.

Girls also may participate in helping keep the films in order. They help in inspecting films and rewinding them. Girls also do clerical work connected with the program. After their first year, they are taught to splice and repair the films.

All minor adjustments of equipment are made by the boys. Speakers are bought and mounted by them, and through this they learn soldering.

Through the years this program has proved to be an educational activity of exceptional value both to the school and to the participating students. Some schools have clubs of students to help with the visual aids program, but our plan is less formal. It fills a need in the school.—THELMA NEVIN, Wilbur Wright High School, Dayton, Ohio.

#### OUR PHOTOGRAPHY CLASS SUPPLEMENTS ACTIVITIES

The newest and most interesting project in the Green River, Wyoming, High School is our photography class. Taught by a former photographer in the Army, it is a valuable ally and supplement to the activity program.

At the beginning we learned elementary facts about photography and made pin-hole cameras. This taught us the basic fundamentals on which all cameras operate.

Then we learned how to use our own cameras correctly. We learned about shutter speed lens openings, depth of focus, and correct ranges. Through experiments we saw what would happen if we moved our cameras while taking a picture, how to pan moving objects, make double exposures, and take action shots without panning.

Next we learned how to develop our films by the tray method. After making some developer and hypo in the laboratory, we were ready to begin. It was demonstrated to us how long to develop the roll, why washing the film is necessary, why the film should continually be agitated, and how the hypo affects the film.

When our films were dry after hanging for a day, we began to learn how to make contact prints. We learned how both a print frame and a print box are used. We experimented on over- and under-exposures, and on how a print would turn out if the emulsion side of the paper were not turned to the emulsion side of the negative. We learned how each of our three chemical compounds—the developer, stop bath, and hypo—affects the print. Then we found out how to ferrotype our prints so as to produce a sheen or gloss, composition in pictures, how to use filters, balance in pictures, and how to get good pictures free style.

Another topic studied was how to use an enlarger. Special attention was given to focusing the apparatus, and to stopping a negative down.

We studied portrait work and how to take a good picture indoors. Other phases of photography the class took up were how to develop films by the tank method, how to use different developers, color films, silhouettes, stunt pictures, and other more complicated arts of picture making.

This class expects to be a big help in activity projects of all kinds. Pictures will be taken for the school yearbook, newspaper, and for general publicity purposes. Pictures are being made for exhibit and bulletin-board use. A few students have found photography the hobby they have been looking for. Scrapbooks which students are making will be entered in contests. The class has aroused a new interest in many things around the school.—MAE SUNADA, Lincoln High School, Green River, Wyoming.

#### COMMUNITY SINGS BECOME VALUED LOCAL INSTITUTION

In the fall of 1942 the Festus, Missouri, High School, presented a Community Sing. This program proved so popular and created so much interest that we presented three others that school year. It was continued in like manner each year as a part of our "Schools-at-War" program.

In planning our first Community Sing, our main objective was to get everyone to participate. We reasoned that this would be accomplished if we selected the right songs and created an atmosphere in which everyone would feel free to take part. We picked one or two songs of almost every type or kind: patriotic, hymns, home songs, waltz songs, old popular favorites, service songs, comedy songs, and current popular songs. In all, we used about twenty-five selections. To lead the singing and furnish background, we used the High School Chorus. A portion of each class period was used to familiarize the Chorus with the songs, figure out harmony parts for some of the songs, and work out a novel chorus for one or two.

The songs were mimeographed and stapled into books. The twenty-five songs usually make about four typed pages, and furnish ample material for a program of about an hour and a half in length.

Of course, the leader and accompanist are important, but we have found that the large singing chorus is the main factor in creating the right atmosphere and situation in which people will participate. And that, after all, is the purpose of Community Sings. A bit of comedy in

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which the audience can take part will get a lot of co-operation.

We have found that everyone likes to sing, and that the reason many don't sing is that they don't get the chance, or the right songs, or enough support to overcome their timidity. FRANK IDDINGS, Festus High School, Festus, Missouri.

### LEARNING AMERICANISM BY MAKING FIELD-STUDY TRIPS

Galesburg Senior High School is not far from many points in Illinois which are closely related to Lincoln's life and activity. A short distance from our building is the Old Main Building of Knox College where one of the famous Lincoln-Douglas debates of 1858 was held. Lincoln marched his company of volunteers through the area as they moved to northwestern Illinois during the Black Hawk War.

Across the street is Knox College's Beecher Chapel named for abolitionist Henry Ward Beecher, brother of Harriet Beecher Stowe. Teachers of the social studies here in Illinois' chief city of the Underground Railroad have always had much local material with which to enrich instruction of the period of abolitionism and the Civil War. Growing from our use of this local material is a project which may have interest and value to nearby schools, or even to more distant schools, now that field-study trips are again a possibility.

Following our six-weeks study of the unit pertaining to the origins and aftermath of the Civil War, which is correlated with the course in American Literature, we conduct a one-day field study trip to New Salem State Park and Springfield. We had run several of these trips before the war and we were able to resume them in the spring of 1946.

New Salem, as most of my readers will know, was the small frontier settlement, twenty miles northwest of Springfield, where Lincoln lived six years as a young man between 1831 and 1837. Shortly after 1840 the town was abandoned, and in time nothing remained to mark the site except the sunken areas which had been cabin cellars. In recent years, the State of Illinois has very painstakingly reconstructed the village, furnishing the cabins and shops with the tools and articles of the period. It has become one of the Nation's most noted reconstruction projects. Springfield's many Lincoln shrines are widely known. Chief among them of course are the Lincoln Home and Lincoln's Tomb. We make the tour in chartered busses. A high-light of the day is a dinner in the Wagon Wheel Inn at New Salem.

The week preceding the trip we run several preparatory sessions for those who are to make the tour that year. Specific suggestions are made as to what to look for, what there is to see, and the significance of the places to be visited. We show again our slides and colored films taken in earlier years and to which additions are made each year. These cover the Indian burial mounds

at Lewistown, where a stop is made, the Lincoln shrines in Springfield, and New Salem.

On our trip last year we took nearly 100 colored slides and in a special summer visit to New Salem, Mr. John Griffith, our director of visual aids, secured 300 feet of 16mm, Kodachrome. The state permitted us to photograph many cabin interiors and details of the reconstruction. Obliging guides and tourists provided action in demonstrating the many household appliances of the 1830's. Spectacular shots of the woolcarding mill operated by oxen were made. Student stenographers took down the stories of the guides relative to the village, the cabins, and furnishings. These notes, transcribed, are providing the basis for the commentary to the slides and film. News of our film has spread in the community and it is booked for showing at P.-T. A.'s, service clubs, and the meetings of other organizations.

Any high school within several hundred miles of Springfield would be amply repaid if it were to conduct a similar tour. Even more distant schools should place New Salem and Springfield on the itinerary of the tours they may be planning. The devices we use should also have application in making preparation and conducting study trips to the many other areas and places where history and literature may be correlated. —WILLIAM L. GOODWIN Head of Social Studies Department, Galesburg Senior High School, Galesburg, Illinois.

### "THE GHOST WALKS AGAIN"—ACTIVITIES AND PROJECTS

Section II in English Literature, Clear Lake, Iowa, High School, has just completed studying *Macbeth* with a friendly feeling toward the characters. Interest in this play has been developed through dramatization of outstanding scenes, memorization of famous quotations, compilation of illustrative Shakespearean notebooks, and finally, working out of individual projects.

The many projects submitted certainly reflected originality and individual interests, and what seemed like an arduous task when first assigned developed into worthwhile fun. Two groups memorized and dramatized before the class such familiar important scenes as the keynote witch scenes, the banquet scene, the porter scene, and the sleep-walking scene. Some of these were presented in costume with lighting and sound effects.

Several artistic maps of the Scotland of Macbeth's time and drawings of Glamis Castle were made; two boys of the art class constructed a

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castle of clay with an artistic courtyard; a soap carving in relief of the castle and a soap replica of the throne and Stone of Scones on which Macbeth was crowned, were made; a doll was dressed in regal fashion representing Lady Macbeth; three miniature stages were cleverly constructed, representing the desert heath and the typical three witches about the Cauldron awaiting Macbeth's arrival, also the sleep-walking scene portraying Lady Macbeth carrying a candle, under observation of the doctor and nurse.

Another group of five interested in journalism edited an issue of the *Scottish Chronicle* in which was realistically accounted the murder of Duncan, the escape of the sons, and the various suspicions that developed in the scene. Also personals of the time were edited as well as an interesting write-up of the elaborate coronation of Macbeth and his formal dinner given his nobles.

As a final summary of the play, one class period was given over to the playing of the excellent album of recordings of the outstanding scenes of the play made by Maurice Evans and Judith Anderson.—CATHARYNE CHAMBERS, Instructor, Clear Lake High School, Clear Lake, Iowa.

#### DISTINCTIVE CLASS GIFT LEND'S COLOR TO SCHOOL

To the preoccupied passerby, the junior high school on Stevens Avenue, Portland, Maine, is just a red brick building with a rather long cement walk and shadowed entrance steps. From the outside, indeed, in the main building, Lincoln Junior is just another hall of learning, containing musty books with smudged pages, inkwells that have overflowed once too often, desks plentifully inscribed, chatting school children, and the inevitable busts, statues, and honor cups.

But to the boys and girls who penetrate its interior, it is something more. Through the foresight of a principal, the artistic bent of a former janitor, and the gift of the class of 1932, the school holds an exquisite secret within its ivy-covered walls. In the center of the annex is a plant garden, surrounding a fish pond, and backed by a reproduction of an old grist mill.

Once the red brick building was a high school. When Deering High School was erected further on down Stevens Avenue, an annex was added and the structure became Lincoln Junior High. A sky-lighted room was built in the annex. At first, there were benches around the room, holding potted plants. Then one day when the principal was passing the rather bare, sunny room, the thought came to him that a fountain with a basin might be erected in the center. At that time, the school had an artistically gifted boiler engineer, Mack Hakins. Mr. Hakins painted some vivid scenes before his death a few years ago. In 1932, he was the janitor and the principal went to him about a fountain. Mr. Hakins reflected a bit and then inquired if an old mill wouldn't do just as well. That the principal

might understand his plan of the proposed scene, Mr. Hakins made a model of his idea.

The fulfillment of the janitor's plan began in the spring of 1932. In June, a class would graduate, leaving behind it, according to custom, a gift for future students to enjoy. Why not have the graduating class contribute what time and money it could to remodeling the plant room? The students approved. What money was needed, therefore, the class of '32 contributed. But members of this class contributed something more. Each student brought a rock to help wall up the edge of the garden. Each member of the class printed his name in India ink on a stone which was then shellaced to preserve his signature. Around the shadowy, plant-framed pool, the names on the stones are discernible today.

The water system, however, required the services of the Portland Department of Public Works. The principal proudly declares that the mill scene doesn't waste any water. Near the plant room, the main pipes were detoured so that part of the school's water supply runs through the old mill and into the fish pond, before it goes to furnish other plumbing needs. The water wheel, enclosed in a plywood grist mill, was made from an old auto wheel. The kingpin and roller bearings have been so camouflaged, however, that only the hub of the wheel bears witness to its former identity. The water is piped into a wooden sleuce, from which it drips into little cups on the wheel. When the wheel slows to a stop, the water fills one little cup so full that it tips, rolling the wheel on its way again. Water from the mill goes into a tiny brook which runs down through the garden into the fish pond. The brook and pond are made of copper, furnished by the school department. Canvas stretched over the copper gives the realistic contours of an actual stream. At times, it has been a veritable old fishing hole; for its seventy-five gallons of water have provided homes to salmon and trout. At present, youngsters with a fishing bent might as well abandon any ideas of catching a few on the side; for the pond is stocked with gold fish. The rocked-up banks are covered with moss which the students of the class of '32 furnished. Imbedded in the moss, are potted plants, mostly lilies and rubber plants.

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Two green plants, with large elephant ear leaves, guard either side of the pond. The wall against which the mill is set is covered by an appropriate mural of the country, painted by Mr. Hakens. The final touch has grown with the years. When the school garden was first developed, a friend contributed a slip of ivy which came from Washington's Mount Vernon home. In fifteen years, the ivy slip has grown until it spreads over the whole garden and has sent its shoots up the old mill wall.

Through the years, it has fallen to the lot of the Civics Club to care for the fish and plants. Each week, youngsters are appointed as gardeners. They are probably the only pupils now in the school who really marvel at the sight of a terraced garden lighting the dim corners of the red brick school house. To the other youngsters, it is just another fixture like the cases or plaques. But some night, years after they get out of school, they may suddenly awake from a sound sleep and think, "Was I dreaming or is there really a garden in that school?" It will haunt them until they go back and see for themselves that the school does contain a secret garden, the product of a principal's dream, a janitor's skill, and the pupils' interest.—Roland E. STEVENS, Principal, Lincoln Junior High School, Portland, Maine.

#### THE JUNIOR BROADCASTERS HAVE VARIETY OF PROGRAMS

Bloomfield, New Jersey, Junior High School has a public address system which can be used throughout the school for broadcasting. The controls for this system are set up in a small room from which most of the school broadcasts originate. On this control panel, which has two channels for broadcasting, are located two radios, so that commercial radio programs can be tuned in and sent to any part of the school. The two channels permit two separate broadcasts to be produced at the same time. Besides the control room, many other places in the building are used from which to broadcast, viz. Choral Room and Band Room for musical programs, the auditorium, the gymnasiums, the cafeterias, and a special room outfitted as a studio for the use of the Junior Broadcasters.

The Junior Broadcasters is a club organization whose chief function is to carry out the broadcasting program of the school. This group holds weekly meetings at which time programs are planned. Rehearsals for current scripts take place daily at lunch time. This club is the training school for radio announcers, actors, technicians, and sound effects men. The Broadcasters are responsible for the production of a weekly radio program broadcast throughout the school on Wednesday mornings.

Much variety in programs has been achieved. Among the programs of last year were: Safety Education; Dramatizations; Quiz Programs; Music Appreciation; Biography; Book Reports; Christmas Program; Guest Speakers; Interviews;

School Newscasts; School Announcements; Arbor Day; Youth Week.

Radio has been found of great use in the classroom, too. In English classes, book reviews and dramatizations are made. In Social Studies classes, Panel Discussions, Reviews, Newscasts, and Reports are popular. Quiz programs and biographies are presented in Science classes.

Important world news events are brought by commercial radio systems right into the classroom. Special assembly programs are broadcast to those homerooms which do not attend the assembly.

Pupils use the public address system to broadcast school commercials for the purpose of advertising school events, such as, dances, plays, concerts, and sports events. The annual student council election keeps our radio wires hot as the candidates campaign via the broadcasting system for both primary and final elections.—CLARA W. MINK, Club Adviser, Bloomfield, New Jersey, Junior High School.

#### LEISURE-TIME PURSUITS DEVELOPED BY STUDENTS

Here in Denver, Colorado, high school students do not have a very good chance for recreation. After they see the featured coming attractions at the theatres, there just isn't much else to do. In the years before, adults and young people alike overlooked this matter of not having a youth center.

Finally the student council at North Denver High School decided to have Friday night "come-as-u-are" dances. We have a record-player and members of the student council bring the records.


Sometimes the gymnasium is decorated and the spotlights are of different colors. We have been having "come-as-u-are" dances since the beginning of 1946. About three-fourths of the students participate. We have one or two chaperons and the boys' and girls' advisers present at dances. The hours are from 8:00 until 11:00 p. m. Every holiday we have a dance planned to fit the occasion. Among the most successful ones were: St. Patrick's Day, St. Valentine, Halloween, and Thanksgiving. Our next dance will be on the order of Sadie Hawkins Day. Students are invited to wear "Dogpatch" style clothing.

The cost of attendance at our "come-as-u-are" dances is twenty-five cents, and the money received is being used for a movie camera which we need for football, basketball, and baseball

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games; proms; and other student affairs and activities.

Leisure-time pursuits are very important for young people. Those communities who do not provide wholesome recreational activities for their boys and girls may expect to experience a sharp rise in juvenile delinquency. Those that do provide for the natural needs of youth for leisure-time pursuits are guarding against crime among young people.—IRMA BROWN, North High School, Denver, Colorado.

#### PREPARATION FOR TAPPING IN NATIONAL HONOR SOCIETY

Tapping of new members for the National Honor Society at the Kent State University High School, Kent, Ohio, takes place during the last part of our "Recognition Service" on Graduation Day. Before an assembly of the entire student body, the four members, who were fortunate enough to be elected in their junior year, give short speeches on the principles, purposes, and standards of the Society. Then our principal gives a small membership card to each of the speakers who descend from the stage to wander among the audience.

Up the middle aisle, down one side aisle, up the others they go. Where they will stop, nobody knows. At last they begin moving between the rows of seats, but, as previously, they merely wander up and down the aisles, not looking or smiling at anyone. Finally they begin the tapping of new members, and those very fortunate students are presented with their membership cards and scrolls. Then they are introduced to the student body.

This long awaited "tapping ceremony" is preceded by several anxious as well as busy minutes. The eligibility list must be compiled, for, only the upper one-third of the junior and senior classes are qualified. After the compilation of this list, the ballots must be mimeographed. The upperclassmen are handed the ballots, on which appear the names of those eligible for membership. Small squares, printed after the names, provide places in which students may rank, in their respective places of merit, those candidates who, in their opinion, possess the qualities of leadership, of good character, and of service rendered to the school.

At the same time the students are voting, a ballot is distributed to the faculty members. They also consider each person very carefully and vote according to their best judgment. These ballots are collected and the calculation of results begins.

The constitution of all chapters states that only five percent of the junior class, and no more than fifteen percent of the senior class may be elected. The number of juniors accepted for membership in our chapter is limited to four because of the average size of Kent State University School's junior class is about seventy-five. In addition to the four juniors, ten or eleven seniors are elected.

A point system is in use to make the problem

of selection easier. In addition to leadership, character, and service, points are also given for scholarship. To determine the number of points each student merits, the "student rank" is multiplied by five, while the "faculty rank" is multiplied by three, and the "point average rank" by two.

A faculty committee, consisting of the two senior class advisers, the two junior advisers, and the principal, is in complete control of the calculations. This committee sometimes spends hectic hours trying to decide between two candidates tied for the honor. But, after considering every minute detail of the selectee's activities, the committee makes its decisions.

Those students desirous of membership in the National Honor Society must not only maintain high grades, but set a good example by being ladies and gentlemen at all times. They must also possess those qualities of leadership which enable them to accept responsibility readily and to be an inspiration in developing the character of other students at Kent State.—ROSALIA ROTH, Kent State University High School, Kent, Ohio.

#### COMMUNITY-WIDE INTEREST IN AN ANNUAL STYLE SHOW

The Home Economics department and the Sunshine Society of the Junior-Senior High School, Lebanon, Indiana, pool resources every year for an event that now has community-wide interest. In the spring after the clothing classes have completed their garments, they hold a style show. As the Sunshine Society has a tea every year for the mothers, the two groups decided to combine their activities into a Style Show Tea. The mother of every girl in school is a special guest and the event is open to the public.

For the parade of fashions, a ramp is built perpendicular to the stage in the gymnasium, and chairs are set in a semicircle so that everyone has a good observation point.

For the refreshments that follow, the tea table with all its borrowed finery is set up to one side of the stage. Since the gymnasium is the only auditorium we have, the greatest problem confronting the two organizations is that of camouflage. By now, however, the workers have become so ingenious with spring flowers, ferns, palms, paper, ribbon, candles and candleabra that the guests—the ones with imagination—can forget easily that a few short weeks before they sat in the same building engulfed in the frenzy of Hoosier hysteria over a basketball game.

Here is a wide variety of clothing modeled,

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from the aprons made by the junior high students to dresses, suits, coats, and formals of the advanced students. One of the girls, clever with words, lends the professional touch by giving comments on the kinds of materials and cost as each model "struts her stuff."

Just when the audience begins to grow restless from an overdose of too much modelling the procession is interrupted by a little comedy in the form of a skit or a music number.

After the program the girls invite their mothers and guests to join them in tea. If there is an abundance of spring flowers, corsages are made for the girls to give.

What happens to the boys amidst all this femininity? They love it—they get to go to the Dugout to see a movie!—**BETTY ARNSMAN**, Director of Publicity, Lebanon High School, Lebanon, Indiana.

### SENIORS SHOW INGENUITY IN ARRANGING MUSICALE

Last spring seniors of Clear Lake, Iowa, High School, decided to publish a bigger and better annual than ever before. The high cost of this publication made it necessary to raise a very large sum of money. The added expense was more than could be expected from advertising and sale of copies.

At a meeting of the senior class, it was decided to sponsor a program for the benefit of the annual. Plans were developed for presenting a musicale—one that was different from such programs. Two senior girls who were talented in music were elected directors.

The program was entirely student planned and executed. It was divided into five sections; namely, music of the Gay Nineties; lyrics typically Western, modern South American songs, semi-classical selections, and popular songs of today. The songs, dance numbers, and novelty acts, appropriate to each part, were very cleverly introduced by a master of ceremonies, who also sandwiched in a few jokes which helped create a responsive audience.

Costumes were well worked out and the acts were presented in appropriate settings. The needed money was raised, and the participants got a lot of experience. The ingenuity and originality of the students made it possible for us to greatly improve our yearbook in spite of the rising cost of printing and engraving.—**PEGGY EDWARDS**, Clear Lake, Iowa, High School.

### OUR SENIOR ENGLISH GRADUATION PROJECT

About two months before graduation the seniors of Alexis I. du Pont High School, Wilmington, Delaware, write their own program script. The first step in the project is determining the special abilities and talents of the members—as speakers, as musicians, and as actors. The format of the final script is dependent on these.

Next is determining the general theme and basic material to be adapted to script form. Themes in past years have been, "The Four

Freedoms," "Education for One World," and "The Triumph of Democracy." Several class hours are devoted to a consideration of pupil suggestions and the final choice of the theme.

The final step, as a writing project, is producing the script. This involves extensive reading and selection of poems that can be treated chorically, and music that can serve both as background for the poetry and as special features utilizing individual vocal or instrumental talents. These materials are worked into a sequence, and dialogue is written to give the script dramatic continuity. The Robinson-Latouche, "Ballad for Americans" has served as the most frequent presentation technique.

With the script complete, production on it is begun with tryouts for the principal speaking and singing parts. After these roles are assigned, the minor lines of the dialogue and various effects in the poems are assigned, using as many different members of the class as possible. Rehearsals are under the supervision of the director of dramatics, assisted by the director of music. Throughout the rehearsals the script is quite flexible, and many experiments are tried to heighten its effectiveness. About a week before graduation the final script is decided upon and everyone participating learns his lines and business.

In actual performance, the traditional procession to the stage is used. The class, seated on a built-up stage, presents its program, after which follows the traditional graduating ceremonies. Frequently, a speaker is invited to give an address on some subject closely correlated with the general theme. The program and the speaker is each limited to twenty minutes for presentation.—**ROBERT DURKEE**, Head of the English Department, Alexis I. du Pont High School, Wilmington, Delaware.

### JUNIOR HIGH CITIZENS SERVE IN VARIOUS WAYS

Every year the Federation Council of the Manhattan, Kansas, Junior High School sponsors a "No Luxury Day" in connection with the American Junior Red Cross drive. The money derived from the day on which our school citizens deny themselves their usual luxuries, and put money into the "big jar," is sent to the children overseas who are less fortunate than we are. This money doesn't mean luxuries for the children of the countries where it is sent. It means the real necessities of life.

Almost all homerooms are enrolled in the

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Junior Red Cross. Money for the National Children's Fund comes from the "No Luxury Day" and the Junior Red Cross drive.

Last year the Hi-Y, assisted by several other school groups, mailed fifty-eight boxes of articles to families of Europe and Asia. Almost every student contributed to the clothing, food, and other useful articles.

Each year in December, all homerooms take part in the sale of Christmas seals. They also contribute toys and other gifts for poor children of the community. Sixteen families are adopted each year. The families are adopted by the Hi-Y and Girl Reserves in co-operation with the homerooms.

In January the students contribute to the March of Dimes to help fight infantile paralysis. Junior high citizens serve in various other ways in contributing to worthy causes.

Another project of the Federation Council is the annual school carnival. Every student in school has something to do in connection with the carnival. The money from the carnival is used for homeroom parties, grade school parties, all school parties, trips to places of interest, to assist certain activities, etc. The Federation Council has a plan to aid needy junior high students wherever there is a need.—ELLEN BAKER, Manhattan Junior high School, Manhattan, Kansas.

#### GIRLS' LEAGUE SPONSORS VARIETY OF ACTIVITIES

Ottawa Hills High, Grand Rapids, Michigan, has one unique feature—a Senior Girls' League open to any girl who wishes to join. The group was organized several years ago by Miss Alma Seegmiller a faculty member. Its purpose is twofold: 1) It gives each girl a chance to become better acquainted with her fellow classmates. 2) It presents a scholarship to the most worthy senior girl.

A new League is organized at the beginning of each school year. After leaders are selected, names of all girls are listed alphabetically and numbered off one, two, three, and four. The number one's form a group, the two's another, etc. A leader is elected for each group, which holds its own meeting and decides on a member of the faculty to be its adviser.

Meetings are held bi-monthly. The first Tuesday of each month the respective groups hold a pot-luck spread at the home of a member. These meetings are informal, enabling the girls to get together for a "fun" session.

Each group contributes a minimum of \$15 to the scholarship fund. The money is usually earned by the girls themselves in various ways, such as paddlepop and donut sales after school, rummage sales, and raffles.

In the spring the League holds its annual banquet. It is not a banquet in the usual sense of the word. Instead of coming dressed in their best clothes, the girls come in their oldest ones. Each group selects one idea to represent and then dresses accordingly. Skits are written and

presented to carry out this idea. With the banquet, the activities of the year ends.—JEANNINE KRANTZ, Ottawa Hills High School, Grand Rapids, Michigan.

#### HOW BOSSE HIGH REWARDS MERITORIOUS SERVICES

To recognize and reward meritorious acts or special services by individuals for or in connection with school, is the purpose of the Orchid Club, one of the newer establishments at Bosse High School, Evansville, Indiana.

About a year ago Carl Eifler, principal, became convinced that some sort of machinery should be set up to properly award those people connected with the school who have performed some outstanding school service, and to give them the recognition from students and faculty which should be theirs. Consequently he instituted the idea of an Orchid Club.

There are now eighteen members of the Club, including three faculty members who were selected for outstanding work in their teaching duties. The group meets regularly every week to transact business and vote on prospective members.

To conceive a clear picture of what the Orchid Club is like and how it functions, let us review the cases of Marlene Fawcett and Mary Lee Culver, whose experiences were typical of the others.

After school one day, Mariene by chance came upon a gold wrist watch lying hidden in the dust and grass where it had been lost. She picked it up and the next day unhesitatingly turned it in to the office. She neither left her name nor laid any claim to reward. She considered it her duty as the finder of the watch to return it to its owner without pomp or undue notice.

Mary Lee Culver had been working hard to

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be a valuable member of the Bosse Debating Society, along with other school organizations. She culminated this work by winning a city-wide speech contest, sponsored by the Toastmaster's Club.

The Screening Committee of the then newly-formed Orchid Club came across Marlene's act and thought it a most commendable and unselfish one. Several weeks later the Committee brought attention to Mary Lee's success and considering along with this the many other services she had rendered, she too was suggested as a member of the Club.

Each of these in their respective weeks was recommended at a regularly scheduled meeting, along with one other person. After due discussion and reports on these individuals by the Screening Committee, the Club voted by a show of hands which they thought had performed the most outstanding service.

The name of the candidate for that week, in this case Marlene and later Mary Lee, was then reported to the members of the faculty for their comments. Then the name and comments were turned in to the Principal who has the final vote. Marlene and Mary Lee were approved and their names were posted on the special Orchid Club bulletin-board for all the student body and faculty to see. They automatically became members of the Club and received the special awards which go with this—permanent Committee-of-One and Scarlet-and-Gray status.

Thus, these girls and the other members of the Club received honor and recognition for their "meritorious or special services performed for or in connection with the school."—ALLAN JACOBS, Benjamin Bosse High School, Evansville, Indiana.

## Assembly Programs for September

(Continued from page 296)

their patrol caps, seventh year Patrols have red ties, the eighth year dark blue ties, and the ninth year black. To avoid regimentation, their skirts and socks may be any color and they work out very attractive color effects.

First four Patrols talked on these topics: *First*—Welcome to the New Seventh Year Pupils; Who the Patrols Are; What They Do; What They Wear. *Second*—How One Gets to be a Patrol; How New Pupils Apply for Membership. *Third*—Our Slogan, "Be A Good Citizen of 81;" The Meaning of Good School Citizenship; How the Patrols Contribute to Good School Citizenship. *Fourth*—Pupil Responsibility as School Citizens; Conduct or Behavior Guidance, the new subject in the seventh and eighth grades; Educational and Vocational Guidance, the new subject for ninth graders.

Following are the actual words of the Fifth Patrol in discussing the topic, "What Happens to Pupils Who Do Not Accept Our Plan of Good Citizenship:"

Your homeroom teacher and your different class teachers expect you to show a desire to be

a good citizen of the school. We believe that three years of forming right patterns of behavior will so affect a girl's conduct that she will be a desirable member of High School and College, or in business or the home later on. That, of course, will make her a good citizen of our city, our country, and our world.

But a few always pull the wrong way. These pupils will be corrected by their teachers in classrooms and by the Patrol in the halls. If they accept the correction, everyone stands ready to help them.

If they persist in being poor citizens, a charge is entered in the "Citizenship Book" which your secretary carries with her while on duty. Perhaps this makes the careless pupils think and change their ways. But if it doesn't, the next step is a citizenship card which goes to the principal's office.

Again everybody tries to help those pupils think right. If they continue to balk and make nuisances of themselves so that others are deprived of the chance to study in an atmosphere of learning, then they must go to our Citizenship Clinic. We could think of them as bad pupils or foolish pupils, and perhaps they are both. Instead, we think of them as "sick"—sick in their behavior, in their Citizenship.

Their stay in the Clinic must be at least five days and perhaps longer. Their mothers must come. Their guidance teachers and the Clinic teachers talk to them. They have a chance to "think it over." They are completely shut off from their class and their program. Their lessons are remedial and they always seem to need them. If a pupil in the Clinic decides that she wants to fall in with the rest of "81" in the program of Good Citizenship, she goes back to her class a far wiser person. Sometimes pupils never come back. We don't know what happens to them except that our classes are more pleasant places without them. We all know that our city has hospitals where marvelous things are done for sick people. But no one of us wants to be sick and go to the hospital!

And so let us not do anything that will make it necessary for us to go to the Citizenship Clinic. It's helpful to know that the Clinic is there to help those who become sick in their Citizenship. But it is far more fun to be a good citizen of the school.

*Last Word:* During the months this summer when school is not in session, material which will appear in this department each month for the school term of 1948-1949 will be prepared for publication. If you have presented an assembly program in your school which you consider outstanding or unique, why not send about a 500 word article describing it to be considered for publication in the department? Accounts of new ideas which have been developed in your school and other materials of general interest on assemblies will also be welcomed. Accounts of programs and other materials for the department should be sent to C. C. Harvey, 212 Y. M. C. A., Salem, Oregon.



# STUNTS *for Programs and Parties*

## Mending A Broken Match

Before time for your trick, into the hem of a large white handkerchief, insert a match. Display the handkerchief to your audience to show that it is empty. Then ask a member of your audience to place a match in the center of the handkerchief. Next, fold over the handkerchief, rolling it up so that the match is completely hidden. Find the match by feeling for it, and holding on the spot where the match is, ask a member of the audience to break it. Everyone can hear and see the breaking of the match. Make a few passes over the match, muttering some magic words, say "presto" (or any magic word), unroll the handkerchief over a table and out rolls the unbroken match.

When you fold the handkerchief and roll it up, be sure that you fold the corner with the hidden match so that you can find it easily. Of course, the match that your volunteer breaks is the one which he put in, not the one which you put in the hem of the handkerchief.

## The Howl Club

Select a quartet, or other number, of good voices and announce them as the Howl Club which will render a song in the key of Q. In advance each person, or each two, depending on the number of singers, has been assigned a different song to sing, such as "Tipperary", "When You Wore a Tulip", "John Brown's Body", "There's a Long, Long Trail A-Winding". At a given signal they all start and sing their songs through. Comic costumes may be worn, if desired.

## Lunches for the Picnic

Lunches at the picnic sometimes have a way of being too different to be altogether satisfactory. The hit-or-miss fashion of this part of the affair often registers too few hits. Here is an idea that may help.

Get paper lunch boxes or, if they are not available, quart size ice cream containers or even large paper bags will do. Pack the lunch in advance, placing portions for one or a couple in each box. If the boxes are large enough, it is best to provide for two to a box. This arrangement tends to insure proper ease and congeniality between partners.

Nobody wants to work at a picnic. This system permits the work to be done beforehand. Nobody wants his lunch handled indiscriminately by picnic hands. Lunch put up this way appeals to him. Nobody wants more than his share. Neither does one want to take chances on the

annoyance that goes with running out of marshmallows or sandwiches because someone made a bad guess. Even less would one be disposed to complain of the way the "eats" turned out. This system guarantees each one his share—a share planned carefully in advance.

## Stage Tournament

Spring days are a fitting time to spend a few hours in the open lists, with the "Knights and Ladies of ye Olden Tymes".

A lawn, park or nearby meadowland may be used as the setting for an ideal open air frolic of this kind and the preparations may be simple or elaborate as fancy and circumstances dictate.

Pasteboard shields, on which are pasted various devices cut out from crepe paper, are fastened to the tops of wooden spears and the spears are thrust in the ground at intervals of several feet, outlining a large oval field on which the jousts are to be held.

Crepe paper ribbons of various colors stream out on the wind from the points of the spears holding the shields, and the young ladies draw streamers, of corresponding colors. Numbers are then drawn by the young men and their numbers correspond to numbers concealed on the backs of the shields. Each knight in this manner becomes possessor of a shield and spear and the Knight Companion of the young lady who has drawn the streamers which match in color those on his shield.

Bright colored rugs and cushions may be provided for the comfort of the ladies and the whole appearance of the scene should be made as gay and brilliant as possible by the use of bright scarfs, streamers, and pennants.

Two persons are in charge of the tournament field, a marshal and a trumpeter. The Knights are divided into pairs, the heavier of each pair acting as horse and the other as rider. Long poles, the ends of which are protected by sacks filled with excelsior, hay, or straw, are provided for the riders. The marshal designates who shall be opponents and at the sound of the trumpet the riders, mounted on their chargers, rush into the fray, each trying to dismount his rival knight. The marshall keeps matching the successful pairs of knights until all have been defeated except one pair, which with great acclaim and blowing of trumpets, are crowned victors of the jousting.

No field-day tournament is complete without some kind of a tug-of-war. A very amusing contest of this kind is the "One foot tug". A fifteen-foot rope is needed. The left foot of each contestant is inserted in loops at opposite ends of the rope. Only two at a time may play. The

contestant then turns his back toward his rival, and standing or hopping on one foot tries to pull his opponent over the line. The center of the rope should be over the goal line at the start and whoever succeeds in pulling the other over the line is winner. If a contestant touch his hand or any part of his body, except his right foot, to the ground he forfeits the contest to his opponent.

Any outdoor games and feats of skill may be

used for an affair of this kind and there are many contests in which the ladies may also take part.

As in the tournament of olden times, the refreshments should be spread out of doors in the shade of a pavilion or tree and may consist of those things which are most easily served in this way, such as sandwiches, relishes that may be eaten from the fingers, frosted cakes, and fresh fruits.

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Items appearing in such departments as As the Editor Sees It, News Notes and Comedy Cues are not listed in this volume index.

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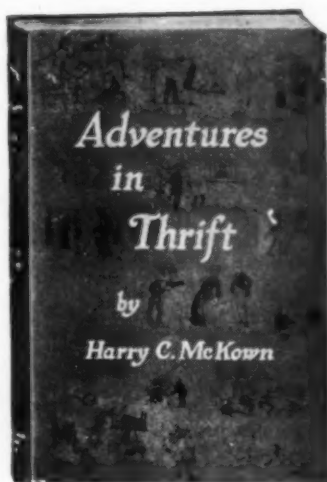
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